Sustainability	Physical systems	Human systems	Changing places	Human and physical interactions

Theme and NC links	LO's	Key Concepts
1 My place	LO1 What is physical and human geography (maps)?	
What makes the UK what it is today?	LO2 Where is Maryport in the UK and other human features?	
	L03 What are the physical features of the UK?	
	LO4 Where is the UK in Europe and globally and how can we locate places?	
	LO5 What human and physical features can I see on an OS map of Maryport?	
	LO6 How can I show my route to school?	
	LO7 What human and physical features can I see on a map of the Lake District (contours)?	
	LO8 What can OS maps and aerial photos together tell us about the history of Maryport?	
D1, D2, D3, D4	LO9 How safe do people think my local area is for cyclists?	
2 Our natural resources	LO1What are resources	
	LO2 What are rocks?	
	LO3 How can rocks be broken down	
	LO4 Why is soil an important resource	
	LO5 What is the biosphere and what does it provide us with	
	LO6 What is the hydrosphere and what does it provide us with	
	LO7 What is the cost of a bottle of water	
	LO8 How do we make electricity	
C2, C11, C3, D1,	LO9 What is the problem with burning fossil fuels	
	LO10 How can we sustainably make electricity	
	LO11 How sustainable is my local community (Fieldwork book)	
3 Our world of work	LO1 What are the main sectors people work in	
	LO2 What is the port of Liverpool like (skills)	
	LO3 How have jobs in Maryport changed over time	
	LO4 What is industrialisation, how has it changed China	
	LO5 What is globalisation and how do containers accelerate it	
	LO6 How has globalisation caused deindustrialisation in the UK (leads to tertiary sector)	
	LO7 How and where does Apple manufacture it's iPhones	
A3a, C10, C8, D2	LO8 What is a beads factory like in China	
	LO9 How do countries trade with each other (trade blocs)	
	LO10 What is fair trade	
4 Weather and climate	LO1 What is weather and climate	
	LO2 How do we measure the weather	

	LO3 What are depressions and anticyclones					
	LO4 What are clouds, and how do they cause rain					
	LO5 Investigation into microclimates					
	LO6 How does climate vary across the UK					
	LO7 How does climate vary across the world					
C4, D1, D2, D4	LO8 How does climate affect the location of the world's ecosystems					
	LO9 What is the water cycle, and how does it affect our rivers					
5 What is Russia's curse	LO1 Why is it important to learn about Russia					
	LO2 What are the physical characteristics of Russia					
	LO3 What is the climate of Russia					
	LO4 What are the biomes are in Russia					
	LO5 Where do people live in Russia					
	LO6 What jobs do people in Russia do (skills book)					
	LO7 Does geography help or hinder the Russian economy					
	LO7 Does geography help or hinder the Russian economy					
A2, C4, C10, C8, D1, D3, D2	LO8 How can we investigate Russia, GNSS and GIS (skills book)					
	LO9 Why did Russia plant their flag on the seabed of the North pole					
	L10 What are the effects of Russia's war on the Ukraine (migration, economy)					
5a Tropical storm or conflict	Portfolio/research topic Differences in impacts and responses between Hurricane Sandy and Super Typhoon Haiyan Or Conflict, differences between Palestine and Ukraine					
1 What jobs do rivers do	LO1 What are landscapes (toolkit)					
	LO2 The characteristics and key vocabulary of the drainage basin					
	LO3 The physical processes in the formation of a river landscape					
	LO4 The erosional landforms in a river landscape					
	LO5 The depositional landforms in a river landscape					
	LO6 What can we tell about rivers from an OS map					
	LO7 What happens to a river when it rains					
C6, D1, D2, D4	LO8 What were the causes and impacts of a local flood (Cockermouth, Workington or Carlisle)					
	LO9 How can we defend against river flooding					
	LO10 Investigation into river velocity					

2 How can we compare countries (development)	LO1 What does development mean					
	LO2 How can we measure development with key indicators					
	LO3 How is money spread around the world (inequality)					
	LO4 Why do some places have more money than others?					
	LO5 why do some people live in poverty?					
	LO6 How is gender inequality in India and China affecting the lives of women					
	LO7 How can some countries help others					
	LO8 How does building a well help change the lives of the people in a village					
A3a, A3b, A1, B1, C9, D4, D2, D1	LO9 what are the sustainable development goals					
	L10 Investigation into how people live in different stages of development (skills book)					
3 Where do people live?	LO1 How has the world population changed over time					
	LO2 Where do people live in the world					
	LO3 What is the structure of a population (pyramids rich and poor)					
	LO4 How do countries manage population growth					
	LO5 Why do different people migrate (international)					
	LO6 Should migration be easier					
	LO7 What is urbanisation					
C8, C9, D1,D2	LO8 How has Maryport changed over time (maps, fieldwork)					
	LO9 What is the future of our cities					
	LO10 What is a megacity and where are they					
	L11 What problems do megacities face and how are they solved					
4 What happens at the coast	LO1 What do we see at our coastline					
	LO2 How are waves and tides formed					
	LO3 What processes erode material at the coast					
	LO4 What landforms are made by erosion					
	LO5 What can OS maps tell us about coastlines					
	LO6 What is longshore drift and how does it transport material					
	LO7 How do depositional landforms shape our coastline					
	LO8 How can we defend against the sea					
	LO9 What are they doing at Mappleton					
	LO10 Should we be defending the coastline					
5 Asia, a place of diversity	LO1 What are the major human and physical features of Asia					
	LO2 What does the monsoon do for India					
	LO3 Why are flood worse in India than the UK					
	LO4 How do Satellite images show how Asia is changing (skills book)					
	LO5 What is life like in a mountain biome					

	LO6 What is happening to the population of Asia					
	LO7 How is trade and globalisation helping China's development					
A3a, A3b, B2, C4, C6, C8, C9,D1, D2,	LO8 How is Karnataka changing (region)					
	LO9 What can news articles tell us about issues and change in China					
	LO10 Is China's incredible change a success story					
5a Flooding comparison portfolio	Portfolio/research topic Differences in impacts and responses to flooding events around the world. Could be coastal or river? Indian flood preferable, Karnataka					
A3b, C6, C7, C4, D1, D2, D4						
1 How is our world being shaped	LO1 What is the structure of the Earth and its history					
	LO2 What is happening at plate boundaries					
	LO3 Where do earthquakes and volcanoes happen					
	LO4 What happens in an earthquake					
	LO5 How do we measure earthquakes (Richter and Mercalli)					
	LO6 Can we live where there are earthquakes					
	LO7 What are the impacts of an earthquake (two examples)					
	LO8 What are volcanoes and why are they a hazard					
	LO9 Why would people choose to live near volcanoes and how have they shaped the Lake District					
	LO10 How can you measure eruptions by remote sensing (skills book)					
	LO11 What could a web enquiry tell us about Mt Etna (skills book)					
A3, C1, D1, D3,	LO12 What are the effects of a tsunami (Japan or Asian)					
	LO13 What would a super volcanic eruption do to our way of life					
2 Africa, the second biggest continent	LO1 What is the physical and human landscape of Africa					
	LO2 How has Africa's past, shaped it today					
	LO3 How developed are African countries					
	LO4 What is the pattern of climate and biomes in Africa (skills book)					
	LO5 What are the adaptations of some plants and animals to the drier climate					
	L06 How is the Lake Chad region changing (skills book)					
	LO7 Is Africa just one picture? (The danger of a single a story)					
	LO8 What are the causes and consequences of desertification in the Sahel					
A1, B1, C4, C8, C9, D1, D2,	LO9 What are the challenges and opportunities of Africa's population change					
	LO10 What are the challenges and opportunities of urbanisation in Africa					
	LO11 Does China want to develop Africa					
3 What did the ice age do for us	LO1 What are glaciers and where are they					

	LO2 What was the last ice age like and why are there no glaciers in the UK today (CC)					
	LO3 How are glaciers formed and how do they move					
	LO4 How do glaciers change the landscape					
	LO5 How can OS maps show us where glaciers were					
	LO6 What landforms are made by glaciers					
	LO7 What can aerial photos tell us about glaciation (skills book)					
	LO8 What landforms are made by glacial deposition					
C5, C4, D1, D2,	LO9 How do we use glaciated areas today					
	LO10 How could we plan a DoE style walk, that includes glaciated features using an OS map					
4 What is the Middle East	LO1 What is the Middle East and why is it important					
	LO2 What are the major human and physical features of the Middle East					
	LO3 What problems does climate cause for the Middle East					
	LO4 Who owns the water in the Middle East					
	LO5 What is life like without water on tap					
	LO6 Why is the population of the Middle East so diverse					
	LO7 What resources does the Middle East have (oil)					
	LO8 How has the UAE developed (skills book)					
A4, C4, C6, C8, C11, D1,	LO9 Why is there conflict in the Middle East (Yemen or Israel)					
	LO10 Why are there so many people leaving Syria					
5 Why should we worry about climate change	LO1 How do we know the world is warming up					
	LO2 What is the greenhouse effect and the enhanced greenhouse effect					
	LO3 What can remote sensing tell us about climate change (skills book)					
	LO4 What will the global consequences of climate change be					
	LO5 what will the consequences of climate change be to the UK					
	LO6 What is Antarctica like (enquiry)					
	LO7 What can we do about climate change					
C4, C5, C9, D1, D2,	LO8 Should poorer countries limit their development					
	LO9 What is the future of the planet					
5a Portfolio task, Wildfires or tectonic	Portfolio/research topic Differences in impacts and responses to a tectonic event. Are wildfires becoming more prevalent e.g. USA and Australia?					
C1, C4, D1, D2, D3, D4						

1. My Place

Objectives and key words

Knowledge:

- I know the location and names of all of the continents and oceans of the world
- I know where the UK is in the world
- I know how to use a compass
- I know how to use four figure grid references
- I know how to use 6 figure grid references
- I know how to measure scale on a map
- I know how to find out what map symbols mean
- I know the location of major upland areas in the UK
- I know the location of major rivers in the UK
- I know where Maryport, London and several other major cities are on a map of the UK
- I can explain how I did my fieldwork
- I can explain the results of my fieldwork
- I can use an aerial map with an OS map
- I know what contour lines are for
- I know how parts of Maryport have changed
- I know how to draw a bar graph
- I know how to draw a pie chart
- I know how to write a questionnaire

Key Words (Tier 1, Tier 2, Tier 3):
Physical geography
Human geography
UK
Great Britain
England
London
Map symbols
Grid references
Latitude
Longitude
Compass
Upland
Fieldwork
OS map
Aerial map
Contour lines
Bar graph
Pie chart
Questionnaire

NC link code: D1, D2, D3, D4

Prior learning: KS2 curriculum	Future learning: many skills that will be used throughout the KS3,4 and 5 curriculum. For example: Climate graphs, employment sector pie charts, Fieldwork skills, OS map skills (for local physical and human topics), world, Europe and UK maps for use with various thematic maps
Hypotheses/outcomes for lessons	Geographical skills
LO1 What is physical and human geography (maps)? LO2 Where is Maryport in the UK and other human features? L03 What are the physical features of the UK? LO4 Where is the UK in Europe and globally and how can we locate places? LO5 What human and physical features can I see on an OS map of Maryport? LO6 How can I show my route to school? LO7 What human and physical features can I see on a map of the Lake District (contours)? LO8 What can OS maps and aerial photos together tell us about the history of Maryport? LO9 How safe do people think my local area is for cyclists?	Grid references (4 and 6) Map skills (scale, direction, symbols) Map skills (Local, UK, Europe and world maps via atlases and globes) GIS via digimap Aerial photos Data collection, analysis, presentation and conclusions

Misconceptions

Confusion over latitude and longitude
Confusion over the UK, Great Britain and England
Difficulties regarding spatial awareness on a map for some students

Success/Assessment

Blooket vocabulary quizzes
Vocabulary quiz
Exam paper focused on smaller skills-based questions and field related Qs (similar to p11 fieldwork book)
Europe and/or UK map quizzes
An assessment activity on route to school and continents
HW activities through Educake or revision for quizzes

Employment skills and career opportunity

Aiming high Creativity Leadership Listening Presenting Problem solving
Literacy Numeracy Independence Communication teamwork Staying positive
Career link: Cartographer (https://www.unifrog.org/student/careers/keywords/cartographer)

2. Our Natural Resources

Objectives and key words

Knowledge:

- I know the four spheres of resources
- I know examples of resources from each of the four spheres
- I know which resources are renewable and non-renewable
- I know the names of the three types of rocks and how they were made
- I know some of the characteristics of the types of rocks
- I know how rocks have helped shape the Lake District
- I know what weathering is
- I understand that there are three types of weathering and examples of each
- I know what we use rocks for
- I understand that soils are in layers
- I know why soil is so important to us
- I know what the biosphere provides us with
- I know how rainforests have adapted
- I know what water we have available to us and why we need to be careful
- I understand the problems caused by plastic bottles and what we can do about it
- I know how we get oil and what it is used for
- I know how electricity is made from using resources
- I know the problems caused by burning fossil fuels
- I know how we can make electricity without harming the environment
- I know how sustainable my local area is

Key Words (Tier 1, Tier 2, Tier 3):
Atmosphere
Lithosphere
Hydrosphere
Biosphere
Renewable
Non-renewable
Igneous
Metamorphic
Sedimentary
Rock cycle
Minerals
Physical weathering
Biological weathering
Chemical weathering
Fossil fuels
Soil
Buttress roots
Drip tip leaves
Canopy layer
Under canopy layer
Shrub layer
Emergent layer
Oil refinery
Sustainable energy

NC link code: C2, C11, C3, D1

Prior learning: Should be familiar with using UK maps, and be able to locate Maryport and key human and physical features
Another practice with data collection skills that were first covered in My Place
KS2 content

Future learning:
This unit has links to several other topics, such as, glaciation, coasts, the Middle East, climate change, rivers and Russia
Fieldwork opportunities

Hypotheses/outcomes for lessons	Geographical skills
LO1 What are resources LO2 What are rocks? (Link to tectonics and local area) LO3 How can rocks be broken down (Link to coasts) LO4 Why is soil an important resource LO5 What is the biosphere and what does it provide us with LO6 What is the hydrosphere and what does it provide us with LO7 What is the cost of a bottle of water (link to Middle East) LO8 How do we make electricity LO9 What is the problem with burning fossil fuels (Link to Russia) LO10 How can we sustainably make electricity LO11 How sustainable is my local community (Fieldwork book)	UK maps Line graph (energy?) Interpret OS maps (influence of rock types) Pictogram Radar graph World map, locating resources

Misconceptions

Difference between renewable and non-renewable
Some students struggle to remember examples of rocks and which type they are
Lack of understanding about how much water they use, with virtual water

Success/Assessment

Blooket vocabulary quizzes
Vocabulary quiz
Exam paper focused on smaller skills-based questions and field related Qs (conclusions to fieldwork?)
Essay: Explain how interconnected the Earth's resources are (use a diagram, e.g. p41) CSB might change this

Employment skills and career opportunity

Aiming high Creativity Leadership Listening Presenting Problem solving
Literacy Numeracy Independence Communication teamwork Staying positive

Career link: Energy engineer https://www.unifrog.org/student/careers/keywords/energy-engineer

3. Our World of Work

Objectives and key words	
Knowledge: • I know what primary, secondary, tertiary, and quaternary industries are • I can give examples of the different job types in each industry • I know what Liverpool port used to be like • I know what Liverpool port is like now • I know the history of Maryport's economy • I know how jobs in Maryport have changed • I know why jobs in Maryport have changed • I know what industrialisation is • I know how industrialisation has changed China • I know what globalisation is • I know how containers have accelerated globalisation • I know what deindustrialisation is • I know why deindustrialisation happened in the UK • I know the changes that deindustrialisation has caused • I know how apple manufactures its iPhone • I know where apple manufactures its iPhone • I can describe what a beads factory is like in China • I know how different countries trade with each other • I can give examples of trading blocs • I know what Fairtrade is • I know why fair trade is important	Key Words: Primary Secondary Tertiary Quaternary Trading bloc Globalisation Industrialisation Deindustrialisation Containerisation Fairtrade Import Export Trade
NC link code: C10, A3, D1, C9	
Prior learning: Land use in Maryport	Future learning: Jobs in Russia Development Trading and globalisation in China
Hypotheses/outcomes for lessons	Geographical skills
LO1 What are the main sectors people work in LO2 What is the port of Liverpool like LO3 How have jobs in Maryport changed overtime LO4 What is industrialisation and how has it changed China LO5 What is globalisation and how do containers accelerate it LO6 How has globalisation caused deindustrialisation in the UK (leads to tertiary) LO7 How and where does Apple manufacture its iPhones. LO8 What is a beads factory like in China LO9 How do countries trade with each other (trading blocs) LO10 What is fair trade	Pie charts Maps World maps Photos Timelines Bar charts
Misconceptions	
That the UK was once very industrialised	
Success/Assessment	
Vocabulary quizzes AFL using Blooket and Kahoot and smaller exam questions Globalisation extended question HW on Educake	
Employment skills and career opportunity	
Aiming high Creativity Leadership Listening Presenting Problem solving Literacy Numeracy Independence Communication teamwork Staying positive Career link: Purchasing manager https://www.unifrog.org/student/careers/keywords/purchasing-manager	

4. Weather and Climate

Objectives and key words	
Knowledge: -I know the difference between weather and climate. -I know how weather affects us and our lives. -I know that there are the different types of weather. -I am aware how we can use weather. -I know how we measure the weather. -I know what equipment do we use to measure weather. -I know how to record weather. -I know how to present weather data. -I know the difference between Anticyclones and depressions. -I know the weather associated with anticyclones and depressions (summer and winter). -I know what precipitation is. -I know how clouds are formed. -I know what the main types of rain and why it rains. -I know what a micro climate is and can investigate differences across the school site. -I know how the climate varies across the UK. -I am able to draw and analyse climate graphs. -I understand how the climate changes across the globe. -I understand how variations in global climate impact on the location of the world's ecosystems -I am able to explain how the hydrological cycle works. -I am aware of the relationship between rivers and the hydrological cycle.	Key Words (Tier 1, Tier 2, Tier 3): Climate weather temperature precipitation air pressure wind humidity wind Rose millibars barometer Stevenson screen cirrus cumulonimbus altocumulus stratus relief rainfall convectional rainfall frontal rainfall microclimate climate graph hydrological cycle
NC link code:C4, D2, D4	
Prior learning: natural resources, Water cycle	Future learning: climate change and impacts, atmospheric circulation
Hypotheses/outcomes for lessons	Geographical skills
LO1 What is weather and climate? LO2 How do we measure the weather? LO3 What are depressions and anticyclones? LO4 What are clouds, and how do they cause rain? LO5 What is a microclimate? LO6 How does climate vary across the UK? LO7 How does climate vary across the world? LO8 How does climate affect the location of the world's ecosystems? LO9 What is the water cycle, and how does it affect our rivers?	Climate graphs Instruments we use to weather measure Presenting and reading weather data

Misconceptions
Different cloud types Difference between relief, convectional and frontal rainfall.

Success/Assessment
• Opportunities through Blooket to assess vocabulary from the key word list • Vocabulary definition quiz • HW activities via Educake • An AFL activity on River processes and features • An extended question, summarising ideas from the topic and prior learning:

Employment skills and career opportunity
Aiming high Creativity Leadership Listening Presenting Problem solving Literacy Numeracy Independence Communication Teamwork Staying positive Career link: Cartographer Environment agency, Emergency Management Director, Hydrologist, Flood planning (https://www.unifrog.org/student/careers/keywords/cartographer) (https://www.unifrog.org/student/careers/keywords/emergency-management-director)

5. What is Russia's Curse?

Objectives and key words

Knowledge:

- I know the location of Russia
- I know the location of some of the main places in Russia
- I know the names of the countries that border Russia
- I know the names and locations of some of the physical features of Russia
- I can plot some/many physical features on a base map of Russia
- I can say where the physical features are in sentences
- I am able to draw a climate graph
- I can understand what a climate graph or isotherm map shows
- I can describe how the climate change across Russia
- I can explain why climate changes across Russia
- I know what biomes are in Russia
- I know what the taiga and tundra are like
- I know what population density means and how it is calculated
- I know what parts of Russia are sparse or dense
- I know where people live in Russia and why they live there
- I can use a computer to draw a graph
- I understand the differences in the workforce of Russia and other countries through graphs
- I understand how the size and physical geography of Russia affects economic growth
- I know what GIS is and how it can be used
- I understand what the GNSS system is and how we use it in our life
- I understand how conflicts may cause refugees

Key Words (Tier 1, Tier 2, Tier 3):
Moscow
Europe
Asia
Climate graph
Biome
Physical features
Taiga
Tundra
Sparse
Dense
Primary
Secondary
Tertiary
Quaternary
Economic
Conflict

NC link code: A2, C4, C8, C10, C11, D1, D3

Prior learning:
-Location
-Push and pull factors
-biosphere and hydrosphere
-fossil fuels
-economic sectors
-trade, globalisation and deindustrialisation
-Climate and biomes

Future learning:
-conflict in the Middle East
-development
-population distribution
-megacities
-migration
-climate and biomes of Africa
-climate change

Hypotheses/objectives for lessons

LO1 Why is it important to learn about Russia?
LO2 What are the physical characteristics of Russia?
LO3 What is the climate of Russia?
LO4 What biomes are in Russia?
LO5 Where do people live in Russia?
LO6 What jobs do people in Russia do? (skills book)
LO7 Does geography help or hinder the Russian economy?
LO8 How can we investigate Russia? GNSS system and GIS (skills book)
LO9 Why did Russia plant their flag on the seabed of the North pole?
L10 What are the effects of Russia's war on the Ukraine? (migration, economy)

Geographical skills

Atlas skills
Climate graphs
GIS
ICT (Excel)

Misconceptions

Differences between Tundra and Taiga
Drawing climate graph incorrectly (line and bar wrong way around)

Success/Assessment

- Opportunities through Blooket to assess vocabulary from the key word list
- Vocabulary definition quiz
- HW activities via Educake
- An AFL activity on Russia
- An extended question, summarising ideas from the topic and prior learning: Is the geography of Russia a curse or a benefit? (this question is primarily aimed at this unit, but prior knowledge may be used e.g. weather and climate)

Employment skills and career opportunity

Aiming high Creativity Leadership Listening Presenting Problem solving
Literacy Numeracy Independence Communication Teamwork Staying positive
Career link: Cartographer, translator (https://www.unifrog.org/student/careers/keywords/cartographer)
(https://www.unifrog.org/student/careers/keywords/translator)

1. What jobs do rivers do?

Objectives and key words

Knowledge:

- I know the main features of a drainage Basin
- I know the processes of erosion
- I know the processes of transport
- I know the causes of deposition
- I know how the erosional features are created
- I know how the deposition features are created
- I can identify river features on an OS map
- I can draw flood hydrograph and label its key features
- I can explain what happens to a river when it rains
- I know what a flood is and what causes it
- I know impacts of floods (Cockermouth, Workington or Carlisle)
- I know what we can to manage river floods
- I can formulate a hypothesis around river velocity
- I can measure the velocity in a river
- I can draw a graph showing my river velocity data
- I can draw appropriate conclusions about river velocity based on my data

Key Words (Tier 1, Tier 2, Tier 3):
Abrasion
Hydraulic Action
Attrition
Corrosion
Tributary
Meander
Confluence
River Cliff
Water Fall
Saltation
Suspension
Traction
Solution
Upper Course
Flood Plain
Velocity

NC link code: C6, C8, D1, D2, D3, D4

Prior learning:

- Water cycle

Future learning:
-Changes downstream (Bradshaw model)
-Changes in land use impact on river behaviour
-climate change impact on rivers
-Discharge change downstream
-How river load changes down stream

Hypotheses/objectives for lessons

LO1 What are landscapes (toolkit)
LO2 The characteristics and key vocabulary of the drainage basin
LO3 The physical processes in the formation of a river landscape
LO4 The landforms in a river landscape
LO5 To be able to identify river features on OS maps and Aerial photos
LO6 What can we tell about rivers from an OS map and using grid references
LO7a complete river fieldwork
LO7b What happens to a river when it rains
LO8 What were the causes and impacts of a local flood (Cockermouth, Workington or Carlisle)
LO9 How can we defend against river flooding
LO10 Investigation into river velocity

Geographical skills

OS map skills
Hydrograph and data
Field work techniques
ICT (Excel)

Misconceptions

Differences between processes of erosion and transport
Drawing appropriate graphs for fieldwork

Success/Assessment

- Opportunities through Blooket to assess vocabulary from the key word list
- Vocabulary definition quiz
- HW activities via Educake
- An AFL activity on River processes and features
- An extended question, summarising ideas from the topic and prior learning:

Employment skills and career opportunity

Aiming high Creativity Leadership Listening Presenting Problem solving
Literacy Numeracy Independence Communication Teamwork Staying positive

Career link: Cartographer Environment agency, Emergency Management Director, Hydrologist, Flood planning, translator (https://www.unifrog.org/student/careers/keywords/cartographer)
https://www.unifrog.org/student/careers/keywords/emergency-management-director

2. How can we compare countries?

Objectives and key words

Knowledge:

- I know what is meant by the term development
- I know what developing, emerging and developed countries are
- I can suggest countries with different levels of development
- I know how to use data to say how developed a country is
- I know where the rich and poorer parts of the world are
- I understand why some people live in poverty
- I know what is meant by gender equality
- I know that not all countries have gender equality
- I know how people's lives are affected by gender inequality (India and China)
- I know what aid is and different types of aid are
- I know how rich countries can help poorer countries
- I know how aid can help people improve their lives
- I know haw safe water can have a massive impact on people's lives
- I know what sustainable development is
- I know how sustainable development can improve people's lives
- I know how people's lives are different at different levels of development

Key Words (Tier 1, Tier 2, Tier 3):
Developing
Emerging
Developed
Development
Indicator
Poverty
Wealth
Birth rate
Death rate
Life expectancy
Infant mortality rate
Gendercide
Inequality
One Child Policy
Debt
GNI (GNP)
Aid

NC link code: A3, C8, C8, C9, C10

Prior learning:

- Russia's development
- Natural resources

Future learning:
Africa
Where do people live and why

Hypotheses/objectives for lessons

LO1 What does development mean
LO2 How can we measure development with key indicators
LO3 How is money spread around the world (inequality)
LO4 Why do some places have more money than others?
LO5 Why do some people live in poverty?
LO6 How is gender inequality in India and China affecting the lives of women
LO7 How can some countries help others
LO8 How does building a well help change the lives of the people in a village
LO9 what are the sustainable development goals
L10 Investigation into how people live in different stages of development (skills book)

Geographical skills

Drawing and interpreting graphs
Empathy
Atlas and map skills

Misconceptions

Countries development does not change
There is not gender equality in all countries
What is meant by sustainable

Success/Assessment

- Opportunities through Blooket to assess vocabulary from the key word list
- Vocabulary definition quiz
- HW activities via Educake
- An AFL activity on correlations of development indicators
- An extended question, summarising ideas from the topic and prior learning:

Employment skills and career opportunity

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Career link: Environment agency, Emergency Management Director, Charity Director, Civil Servant
https://www.unifrog.org/student/careers/keywords/hydrologist
https://www.unifrog.org/student/careers/keywords/charity-director

3. Where do people live?

Objectives and key words

Knowledge:

- I know how the worlds' population has changed, especially in the last 150 years
- I know where people live around the world, and importantly, where people do not live
- I understand why people don't live in some parts of the world
- I know what a population pyramid shows
- I know the difference between a richer and poorer country's population pyramid
- I understand how birth and death rates affect population change
- I can draw and interpret population data on population pyramid
- I understand that some countries try to control population size
- I know what migration is
- I know that there are many different types of migration and where they go
- I know what urbanisation means
- I understand how many of our cities have changed
- I can name several things about how a city has changed in the past 150 years
- I can describe differences between photos of the past and what a city looks like today
- I know how Singapore is trying to change for the future
- I know what a megacity is and where most of them are
- I know that megacities can have problems as well as benefits

Key Words (Tier 1, Tier 2, Tier 3):

Birth rate
Death rate
Population pyramid
Dense population
Sparse population
Demographic Transition Model (DTM)
One child policy
Underpopulated
Overpopulated
Migration
Migrant
Forced migrant
Refugee
Slums
Economic (voluntary) migrant
Illegal immigrant
Immigrant
Urbanisation
Suburbanisation
Rural to urban migration
Push factors
Pull factors
Megacity
Millionaire city

NC link code: C8, C9, D1, D2, A3a

Prior learning: This unit links back to development, sustainable development goals Push and pull factors from My place Links strongly to analysing old photos and maps from My Place Links to Russia, where and why do people live where they do	Future learning: Asia unit, direct link to the population in Asia and further content on China Learning of Africa's ecosystems Migration from Syria
Hypotheses/outcomes for lessons	**Geographical skills**
LO1 How has the world population changed over time LO2 Where do people live in the world LO3 What is the structure of a population (pyramids rich and poor) LO4 How do countries manage population growth (China) LO5 Why do different people migrate (international) LO6 Should migration be easier LO7 What is urbanisation (link to sustained development goal 11) LO8 How a city changed over time (maps, fieldwork) LO9 What is the future of our cities LO10 What is a megacity and where are they L11 What problems do megacities face and how are they solved (remove? Mexico City?)	Population pyramids Map skills (world) Analyse photos Analyse old maps from old maps online

Misconceptions

Difficulties to understand the shape of the pyramids are the most important part

Success/Assessment

Blooket vocabulary quizzes
Vocabulary quiz
Exam paper focused on smaller skills-based questions and field related Qs (conclusions to fieldwork?)

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Career link: Police detective (negatives of being in a megacity) https://www.unifrog.org/student/careers/keywords/police-detective

4. What happens at the coast?

Objectives and key words	
Knowledge: I know what a coast is I know different coastal areas around the UK I know how waves and tides are formed I know what constructive and destructive waves are I know what erosion is I know what attrition, abrasion, solution, and hydraulic action are and how they erode the coast I know what affects the speed of erosion I can name some erosional landforms I can explain how a stump is formed I can find coastal features on an OS map I know what longshore drift is I know how longshore drift transports material I know what deposition is I can describe and explain how beaches, bars and spits are formed I know what hard and soft engineering is and can give examples I know the advantages and disadvantages of hard and soft engineering I know where Mappleton is I know why the Holderness coastline erodes so fast I know how Mappleton are managing the coast I know the different stakeholders involved in a coastal area	Key Words: Erosion Attrition Abrasion Solution Hydraulic action Deposition Bar Spit Stump Beach Longshore drift Fetch Prevailing wind Holderness Boulder clay Hard engineering Soft engineering Groynes Gabions Sea wall Beach nourishment Revetement Constructive Destructive
NC link code: C7, D2, C8, C2	
Prior learning: Erosional processes (rivers)	Future learning: Glaciation Climate change
Hypotheses/outcomes for lessons	Geographical skills
LO1 What do we see at our coastline LO2 How are waves and tides formed LO3 What processes erode material at the coast LO4 What landforms are made by erosion LO5 What can OS maps tell us about coastlines LO6 What Is longshore drift and how does it transport material LO7 How do depositional landforms shape the coast LO8 How can we defend against the sea L09 What are they doing at Mappleton LO10 Should we be defending the coastline	Aerial Photos OS maps Sketching
Misconceptions	
Differences between processes of erosion and transport	
Success/Assessment	
Vocabulary quizzes Homework research tasks AFL on creation of arch, stack, stump sequence Coasts end of unit test	
Employment skills and career opportunity	
Aiming high Creativity Leadership Listening Presenting Problem solving Literacy Numeracy Independence Communication teamwork Staying positive Career link: Environmental planner https://www.unifrog.org/student/careers/keywords/environmental-consultant	

1. How is our world being shaped?

Objectives and key words

Knowledge:

- I know what the structure of the Earth is like inside
- I know that the plates have been moving and some of the names of old continents when the dinosaurs were here
- I understand roughly how far back in time Earth's history goes
- I know that the Earth's surface is made up of large plates that move around, these are called tectonic plates
- I know that there are oceanic plates and continental plates
- I can explain what happens at plate boundaries through constructive, destructive, conservative and collision boundaries
- I know what earthquakes and volcanoes are and what causes them
- I know how we measure earthquakes using the Richter or Mercalli scale
- I know how richer countries can manage to live with earthquakes
- I know that there is a big difference in the impacts of an earthquake between a richer and poorer country
- I know the different hazards that a volcano causes
- I understand the benefits of living near a volcano
- I know how volcanic activity has helped shape the Lake District
- I know why remote sensing is useful for studying volcanoes
- I know why tourists would be interested in visiting Mt Etna
- I know what a web enquiry is
- I know what causes a tsunami
- I know the possible effects and how we can respond to a tsunami
- I understand the possible effects of a super volcanic eruption

Key Words (Tier 1, Tier 2, Tier 3):

Mantle	Crust
Inner core	Outer core
Tectonic plate	Jurassic
Constructive boundary	Conservative boundary
Destructive boundary	Collision boundary
Oceanic crust	Continental crust
Epicentre	Focus
Richter scale	Mercalli scale
Earthquake resistant buildings	Shield volcano
Composite volcano	Volcanic bombs
Ash	Crater
Magma chamber	Main vent
Secondary cone	Lava
Geothermal energy	Prediction, planning and preparation
Remote sensing	Tsunami
Super volcano	

NC link code: A3, C1, D1, D3

Prior learning:

- Locating global places
- Rock types
- Impact of development upon hazard risk
- Longitude and latitude
- Topography of the Lake District and the speed of erosion

Future learning:

- Physical features of Africa, eg. Rift Valley and Kilimanjaro
-Links to A Level unit on Hazards

Hypotheses/objectives for lessons

LO1 What is the structure of the Earth and its history
LO2 What is happening at plate boundaries
LO3 Where do earthquakes and volcanoes happen
LO4 What happens in an earthquake
LO5 How do we measure earthquakes (Richter and Mercalli)
LO6 Can we live where there are earthquakes
LO7 What are the impacts of an earthquake (two examples)
LO8 What are volcanoes and why are they a hazard
LO9 Why would people choose to live near volcanoes and how have they shaped the Lake District
LO10 How can you measure eruptions by remote sensing (skills book)
LO11 What could a web enquiry tell us about Mt Etna (skills book)
LO12 What are the effects of a tsunami (Japan or Asian)
LO13 What would a super volcanic eruption do to our way of life

Geographical skills

Map skills
Atlas
Use of online mapping (Google earth/maps and Digimap)
Latitude and longitude
Diagrams
Remote sensed imagery

Misconceptions

The differences and the causes of differences between shield and composite volcanoes
The differences between the different types of plate boundary, many begin with a 'C'

Success/Assessment

- Opportunities through Blooket to assess vocabulary from the key word list
- Vocabulary definition quiz
- HW activities via Educake
- A selection of AFL activities to choose from, there should be opportunity to complete 2-4 of these
- An exam style assessment, with a series of smaller responses required OR a larger essay style question asking whether we can know enough about volcanoes and earthquakes to live with them safely (CSB to do after dept. discussion)

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Career link: Geotechnician (https://www.unifrog.org/student/careers/keywords/geotechnician)

2. Africa, the second biggest continent

Objectives and key words

Knowledge:

- I know where Africa is
- I know the countries that make up Africa
- I know the main physical features of Africa
- I understand how Africa's past has shaped how it is now.
- I know where the rich and poor parts of Africa are
- I know the different climatic zones of Africa
- I know the different biomes of Africa
- I can use a map t describe the climatic and biomes of Africa
- I know how different plants and animals have adapted to different climates
- I know where Lake Chad is
- I know how the area around lake chad is changing
- I know what desertification is
- I understand how desertification is affecting the Sahel
- I know why and how Africa's population is changing
- I know the positives and negatives of Africa's population change
- I know what urbanisation is
- I know what the positives and negatives of rapid urbanisation
- I know why China is keen to see Africa develop

Key Words (Tier 1, Tier 2, Tier 3):
Africa
Capital city
Physical characteristic
Human characteristic
Biome
Hot desert
Tropical rainforest
Savanna
Semi-arid
Camel
Cactus
Population
Urbanisation
Shanty town
Nomadic

NC link code: A1, B1, C2, C3, C4, C8, C9, C10

Prior learning:

- Development causes and effects
- Climatic variations
- Atmospheric circulation

Future learning:
Resource distribution
Impacts of climate change

Hypotheses/objectives for lessons

LO1 What is the physical and human landscape of Africa
LO2 How has Africa's past, shaped it today
LO3 How developed are African countries
LO4 What is the pattern of climate and biomes in Africa (skills book)
LO5 What are the adaptations of some plants and animals to the drier climate
L06 How is the Lake Chad region changing (skills book)
LO7 Is Africa just one picture? (The danger of a single a story)
LO8 What are the causes and consequences of desertification in the Sahel
LO9 What are the challenges and opportunities of Africa's population change
LO10 What are the challenges and opportunities of urbanisation in Africa
LO11 Does China want to develop Africa

Geographical skills

OS map skills
Drawing and interpreting climate graphs

Misconceptions

Africa is not a country
The wide range of biomes and climates within Africa
Not everywhere in Africa is poor

Success/Assessment

- Opportunities through Blooket to assess vocabulary from the key word list
- Vocabulary definition quiz
- HW activities via Educake
- An AFL activity on population and biomes
- An extended question, summarising ideas from the topic and prior learning:

Employment skills and career opportunity

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Career link: translator, Ecologist, conservationist, Charity Director, Civil Servant
https://www.unifrog.org/student/careers/keywords/soil-and-water-conservationist
https://www.unifrog.org/student/careers/keywords/geographer

3. What did the Ice Age do for us?

Objectives and key words

Knowledge:

- I know what a glacier is
- I know where you can find Glaciers
- I understand what the last ice age was like
- I know why there are now no glaciers in the UK
- I know how glaciers are formed
- I understand that glaciers move and how they do
- I know that glaciers change the landscape
- I understand how glaciers have formed the landscape in Cumbria
- I can identify different glacier features from aerial photos
- I am able to identify glacial feature on an OS map
- I can use OS maps to show how past glaciers moved over the land
- I can identify the features caused by glaciers depositing material
- I know how glacial and glaciated areas are used today
- I can use OS map to plan a walk in a glaciated area

Key Words (Tier 1, Tier 2, Tier 3):
Alpine glacier
Ice sheet
Glaciologist
Ice age
Zone of accumulation
Zone of ablation
Glacial
Interglacial
Crevasse
Snout
Plucking
Striations
Moraine
Meltwater

NC link code: A2, C4, C8, C10, C11, D1, D3

Prior learning:

- Climatic variations
- Atmospheric circulation

Future learning:

- What is Climate change
- Impact of climatic change

Hypotheses/objectives for lessons

LO1 What are glaciers and where are they
LO2 What was the last ice age like and why are there no glaciers in the UK today (CC)
LO3 How are glaciers formed and how do they move
LO4 How do glaciers change the landscape
LO5 How can OS maps show us where glaciers were
LO6 What landforms are made by glaciers
LO7 What can aerial photos tell us about glaciation (skills book)
LO8 What landforms are made by glacial deposition
LO9 How do we use glaciated areas today
LO10 How could we plan a DoE style walk, that includes glaciated features using an OS map

Geographical skills

OS map skills
Drawing sketches from aerial photos and OS maps
Using aerial photos and OS maps to identify features

Misconceptions

Glaciers don't move
The climate has always been the same
Glaciers are retreating

Success/Assessment

- Opportunities through Blooket to assess vocabulary from the key word list
- Vocabulary definition quiz
- HW activities via Educake
- An AFL activity on Glacial features
- An extended question, summarising ideas from the topic and prior learning:

Employment skills and career opportunity

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Literacy Numeracy Independence Communication Teamwork Staying positive

Career link: Climatologist, farmer, travel agent, environmental-consultant
https://www.unifrog.org/student/careers/keywords/climate-scientist
https://www.unifrog.org/student/careers/keywords/environmental-consultant

4. Why should we worry about climate change?

Objectives and key words

Knowledge:

- I understand what climate change is
- I understand that climate change can be controversial
- I know some evidence for how we know climate change is happening
- I understand what is happening to global temperatures and how it affects ice sheets and glaciers
- I understand the natural causes of climate change
- I know how humans are causing climate change (enhanced greenhouse effect)
- I can use satellite imagery to monitor change in glaciers
- I know the consequences of climate change for our world
- I know the consequences of climate change for our country
- I know how important Antarctica is to all of us
- I know how Antarctica is changing
- I know what I can do to limit the effects of climate change
- I know how countries could develop in a more sustainable way
- I understand that to combat climate change it requires international agreement and collaboration (working together)
- I understand that climate change is linked to many human and physical parts of geography

Key Words (Tier 1, Tier 2, Tier 3):
Climate change
Global warming
Greenhouse effect
Greenhouse gases
Enhanced greenhouse effect
Ice sheet
Glacier
Milankovitch cycles
Meteorologist
Permafrost
Extreme weather
Heatwave
Drought
Flooding
Antarctica
Arctic
Sustainable development

NC link code: A3, C1, D1, D3

Prior learning:

- Glaciation unit
- Development unit (sustainable development and development goals)
- Weather and climate unit
- Remote sensing skills
- All prior fieldwork

Future learning:
This is the end of KS3 geography
This links well with aspects of the GCSE syllabus regarding climate
This also links well with the A level syllabus regarding Global commons, development and hazards

Hypotheses/objectives for lessons

LO1 How do we know the world is warming up
LO2 What is the greenhouse effect and the enhanced greenhouse effect
LO3 What can remote sensing tell us about climate change (skills book)
LO4 What will the global consequences of climate change be
LO5 What will the consequences of climate change be to the UK
LO6 What is Antarctica like (enquiry)
LO7 What can we do about climate change
LO8 Should poorer countries limit their development
LO9 What is the future of the planet
L10 Food waste survey (fieldwork, possible)

Geographical skills

Remote sensing
Enquiry study
Possibility of field study on food waste
Various graphs and maps to be used regarding evidence mainly

Misconceptions

The differences between greenhouse effect and enhanced greenhouse effect
That climate change is a completely natural, and we are adding to it
The difference between Antarctica and the Arctic

Success/Assessment

- Opportunities through Blooket to assess vocabulary from the key word list
- Vocabulary definition quiz
- HW activities via Educake
- Small AFL exam questions
- An annotated concept map that shows how climate change is linked to other aspects of the subject

Employment skills and career opportunity

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Career link: Climate scientist https://www.unifrog.org/student/careers/keywords/climate-scientist