

## Geography at King's Academy Ringmer

End point	Knowledge acquired	Skills acquired
<b>YEAR 7</b>		
<b>1 - What is a Geographer?</b>	<ul style="list-style-type: none"> <li>- Being a geographer</li> <li>- Asking geographical questions</li> <li>- Conducting geographical enquiries</li> <li>- Key aspects of studying people and places</li> <li>- How to use geographical data, including maps</li> </ul> <p style="text-align: center;"><b>Top 5 Keywords</b> continent, scale, relief, latitude, contour</p>	<ul style="list-style-type: none"> <li>- Using 8 point compass directions</li> <li>- Using 4 and 6 figure grid references</li> <li>- Measuring distance and using scale</li> <li>- Interpreting contour lines</li> <li>- Using an atlas</li> <li>- Using latitude and longitude</li> <li>- Using GIS</li> </ul>
<b>2 - Resources</b>	<ul style="list-style-type: none"> <li>- Know what a resource is</li> <li>- Know what sustainability is</li> <li>- Knowing the difference between renewable and non- renewable resources</li> <li>- Types of energy resources</li> <li>- Understand how electricity is generated from oil</li> <li>- Know what energy security means and how it enhances Russia's superpower status</li> <li>- Understand what makes tuna fishing unsustainable</li> <li>- Know that there are different resource futures</li> </ul> <p style="text-align: center;"><b>Top 5 Keywords</b> sustainability, ecosystem, resource, fossil fuel, renewable</p>	<ul style="list-style-type: none"> <li>- Categorising different types of resources</li> <li>- Completion of accurate diagrams (oil formation)</li> <li>- Identifying key trends from energy data</li> <li>- Completion of flow line maps</li> <li>- Being able to use an Atlas to accurately label a regional map</li> <li>- Reaching a conclusion</li> </ul>
<b>3 - Extreme weather and climate</b>	<ul style="list-style-type: none"> <li>- Define extreme weather and climate</li> <li>- Explain the causes of extreme weather</li> <li>- Describing and classifying the effects of extreme weather on people</li> <li>- Understand how people adapt to extreme climates</li> <li>- Sand storms in the Middle East</li> </ul> <p style="text-align: center;"><b>Top 5 Keywords</b> weather, climate, air pressure, precipitation</p>	<ul style="list-style-type: none"> <li>- How to interpret a weather chart and a pressure chart</li> <li>- Recording basic features of the weather using observation and digital technology</li> <li>- Using basic numerical analysis to interpret extreme weather data</li> <li>- How to plot scatter graphs</li> </ul>

<b>4 Russia</b>	<ul style="list-style-type: none"> <li>- The human and physical characteristics of Russia</li> <li>- The climate and natural environment of Russia</li> <li>- How Russia's physical geography has influenced its human geography</li> <li>- The distribution of population across Russia</li> <li>- Russia's economic structure</li> <li>- How to conduct a geographical enquiry</li> </ul> <p><b>Top 5 Keywords</b> Climate, biome, economy, resources, GIS</p>	<ul style="list-style-type: none"> <li>- Interpreting climate graphs</li> <li>- Consider different viewpoints about the future of the Arctic</li> <li>- Evaluating sources of evidence</li> <li>- Reaching conclusions</li> <li>- Using research skills in a geographical enquiry</li> <li>- Creating a presentation</li> <li>- Thinking of geographical questions</li> <li>- Using GIS to investigate places within Russia</li> </ul>
<b>5 Future floods</b>	<ul style="list-style-type: none"> <li>- Know the physical and human factors which lead to flooding</li> <li>- Know the different effects that flooding can have</li> <li>- Know that management of flooding can improve and damage the environment</li> <li>- Know that there are different viewpoints about how to manage flood risk in the future</li> </ul> <p><b>Top 5 Keywords</b> cause , effect, response, natural hazard, deforestation</p>	<ul style="list-style-type: none"> <li>- Using GIS flood risk maps</li> <li>- Annotating OS maps</li> <li>- Annotated sketches of flood defences</li> <li>- Constructing bar graphs of infiltration rates</li> <li>- Analysis of fieldwork data</li> </ul>
<b>YEAR 8</b>		
<b>1- What is an economy?</b>	<ul style="list-style-type: none"> <li>- About what different economic activities are like at different scales, from local to global</li> <li>- The ways in which jobs can be arranged into groups or sectors</li> <li>- The range of jobs that people do and how these have changed over time</li> <li>- How the UK economy has developed and how our links with the world have grown</li> </ul> <p><b>Top 5 Keywords</b> Economy, services, globalisation, transnational company, containerisation</p>	<ul style="list-style-type: none"> <li>- Conducting a survey</li> <li>- Constructing a bar graph</li> <li>- OS map skills- grid references</li> <li>- Decision making</li> <li>- Using maps and photos together</li> </ul>
<b>2- What happens when the sea meets the land?</b>	<ul style="list-style-type: none"> <li>- To understand how erosion, deposition and transportation create and change coastal landforms over time</li> <li>- To consider how the coast is used by people</li> <li>- To understand the need for, and impact of, different coastal management strategies</li> </ul>	<ul style="list-style-type: none"> <li>- Identifying coastal landforms on OS maps and photos</li> <li>- Drawing a clear labelled diagram</li> <li>- Interpreting maps, photos and diagrams</li> <li>- Making a clear model</li> <li>- Comparing OS maps and photographs</li> <li>- Drawing sketch maps</li> </ul>

	<p><b>Top 5 Keywords</b> Erosion, weathering, geomorphology, longshore drift, deposition</p>	
<b>3- Development in SE Asia</b>	<ul style="list-style-type: none"> <li>- Students can define development</li> <li>- Students can describe how development can be measured</li> <li>- Know the factors that influence development</li> <li>- How development in SE Asia is changing</li> <li>- Contrasting levels of development between countries in one region</li> <li>- Different approaches to development, including small and large scale development</li> <li>- Students can name and evaluate the success of the Millenium Development Goals</li> </ul> <p><b>Top 5 Keywords</b> development, infrastructure, colonialism, services, NGO</p>	<ul style="list-style-type: none"> <li>- Regional map annotation</li> <li>- Completing choropleth maps</li> <li>- Interpreting indicators of development</li> <li>- Using ICT to explore comparative data</li> <li>- Can evaluate the costs and benefits of real life examples</li> <li>- Can evaluate using evidence</li> </ul>
<b>4- Living world</b>	<ul style="list-style-type: none"> <li>- The distribution of tropical rainforests</li> <li>- The key characteristics of tropical rainforests</li> <li>- Plant and animal adaptations in tropical rainforest</li> <li>- The threats to tropical rainforests</li> <li>- How people can manage and protect tropical rainforests</li> </ul> <p><b>Top 5 Keywords</b> adaptations, climate, sustainability, deforestation,</p>	<ul style="list-style-type: none"> <li>- Using an Atlas to identify biomes Describing distribution</li> <li>- Interpreting climate graphs</li> <li>- Evaluating approaches to managing ecosystems</li> <li>- Evaluating an issue</li> <li>- Selecting sources of evidence to reach a conclusion</li> </ul>
<b>5- How are populations changing?</b>	<ul style="list-style-type: none"> <li>- World population distribution</li> <li>- How countries attempt to control population change</li> <li>- Types of migration</li> <li>- To understand urbanisation and how cities evolve</li> </ul> <p><b>Top 5 Keywords</b> Distribution, migration, overpopulation, urbanisation, pull factor</p>	<ul style="list-style-type: none"> <li>- Using population density maps</li> <li>- Interpreting population pyramids</li> <li>- Using an atlas</li> <li>- Using a variety of historical data to analyse change</li> <li>- Compare OS maps of different scales</li> </ul>
<b>YEAR 9</b>		

<b>1- Can we ever know about earthquakes and volcanoes to live safely?</b>	<ul style="list-style-type: none"> <li>- Structure of the Earth</li> <li>- What happens at different plate boundaries</li> <li>- The causes, effects and responses of volcanic eruptions</li> <li>- Understand how wealth and development affects the impacts of hazards</li> <li>- The causes, effects and responses of tectonic hazards</li> <li>- How people can manage the effects of tectonic hazards</li> </ul> <p style="text-align: center;"><b>Top 5 Keywords</b></p> <p>natural hazard, tectonic, monitoring, effect, response</p>	<ul style="list-style-type: none"> <li>- Interpreting maps, photos and numerical data</li> <li>- Using maps on variety of scales</li> <li>- Decision making based on evidence collected and maps provided</li> <li>- Drawing and annotating accurate diagrams</li> </ul>
<b>2- Why is the Middle East an important region?</b>	<ul style="list-style-type: none"> <li>- Where the Middle East is</li> <li>- What countries make up the region</li> <li>- The physical landscape of Middle East</li> <li>- The human geography of the region</li> <li>- Examples of conflict in the Middle East</li> <li>- How important the region is to the world</li> </ul> <p style="text-align: center;"><b>Top 5 Keywords</b></p> <p>Region, Mediterranean climate, sparsely populated, crude oil, diversifying</p>	<ul style="list-style-type: none"> <li>- Interpreting a range of graphs and photos</li> <li>- Matching photos to locations</li> <li>- Writing a report</li> <li>- Interpreting climate data</li> <li>- Interpreting articles</li> <li>- Describing distribution</li> <li>- Interpreting population pyramids</li> <li>- Constructing a bar graph</li> <li>- Conducting an enquiry</li> </ul>
<b>3- Climate change and Earth's future</b>	<ul style="list-style-type: none"> <li>- That climate change is a controversial issue affecting the whole planet</li> <li>- About the evidence of climate change</li> <li>- The causes and consequences of climate change</li> <li>- The options for the planet's future</li> </ul> <p style="text-align: center;"><b>Top 5 Keywords</b></p> <p>greenhouse effect, greenhouse gas, global warming, biodiversity, policy</p>	<ul style="list-style-type: none"> <li>- Identifying evidence of climate change</li> <li>- Describing line graphs</li> <li>- Interpreting a range of maps</li> <li>- Recording fieldwork data</li> <li>- Presenting fieldwork data</li> <li>- Analysing fieldwork data</li> <li>- Reaching conclusions based on fieldwork</li> </ul>
<b>4- What are the opportunities and challenges facing Africa?</b>	<ul style="list-style-type: none"> <li>- The physical and human geography of Africa</li> <li>- Africa's colonial history</li> <li>- About some of the challenges facing the continent- urbanisation</li> <li>- About some of the opportunities to develop and change- urbanisation and trade</li> </ul> <p style="text-align: center;"><b>Top 5 Keywords</b></p> <p>Colonialism, imperialism, savanna, desertification, urbanisation</p>	<ul style="list-style-type: none"> <li>- Using an atlas</li> <li>- Using latitude and longitude to locate places</li> <li>- Matching photos to map locations</li> <li>- Interpreting scatter graphs for a range of development indicators</li> <li>- Interpreting climate graphs</li> <li>- Interpreting population pyramids and choropleth maps</li> </ul>

<b>5- Coasts (GCSE content)</b>	<ul style="list-style-type: none"> <li>- the processes operating at the coast</li> <li>- how landforms of erosion and deposition are created</li> <li>- the impacts of coastal erosion on the economy, environment and people</li> <li>- How people can manage the effects of coastal erosion</li> <li>- Physical and human processes</li> </ul> <p style="text-align: center;"><b>Top 5 Keywords</b></p> <p>Erosion, weathering, mass movement, deposition, longshore drift</p>	<ul style="list-style-type: none"> <li>- Using OS maps (grid references, measuring distances, identifying landforms)</li> <li>- Drawing and annotating accurate diagrams</li> <li>- Comparing OS maps and photos</li> <li>- Critically evaluating information</li> </ul>
<b>YEAR 10 (GCSE course)</b>		
<b>1 - River landscapes</b>	<ul style="list-style-type: none"> <li>- to know how fluvial landforms of erosion and deposition are created</li> <li>- to know a case study for river flooding in the UK</li> <li>- to know how people can manage river flooding</li> </ul> <p style="text-align: center;"><b>Top 5 Keywords</b></p> <p>v-shaped valley, meander, levee, floodplain, soft engineering</p>	<ul style="list-style-type: none"> <li>- using OS maps to identify river landforms and flood risk factors</li> <li>- drawing and labelling accurate diagrams</li> <li>- sequencing and explaining geographical processes</li> </ul>
<b>2 - Urban issues and challenges</b>	<ul style="list-style-type: none"> <li>- A growing percentage of the world's population lives in urban areas.</li> <li>- Urban growth creates opportunities and challenges for cities in LICs and NEEs.</li> <li>- Urban change in cities in the UK leads to a variety of social, economic and environmental opportunities and challenges.</li> <li>- Urban sustainability requires management of resources and transport.</li> </ul> <p style="text-align: center;"><b>Top 5 Keywords</b></p> <p>megacity, sanitation, services, sustainability, NEEs</p>	<ul style="list-style-type: none"> <li>- Using OS maps to identify land use</li> <li>- constructing and interpreting line graphs</li> <li>- Interpreting population density maps</li> </ul>
<b>3 - Living world</b>	<ul style="list-style-type: none"> <li>- Ecosystems exist at a range of scales and involve the interaction between biotic and abiotic components.</li> <li>- Tropical rainforest ecosystems have a range of distinctive characteristics.</li> <li>- Deforestation has economic and environmental</li> </ul>	<ul style="list-style-type: none"> <li>- calculating range using climate data</li> <li>- interpreting atlas maps showing biomes</li> <li>- describing the distribution of biomes</li> </ul>

	<p>impacts.</p> <ul style="list-style-type: none"> <li>- Tropical rainforests need to be managed to be sustainable.</li> <li>- Hot desert ecosystems have a range of distinctive characteristics.</li> <li>- Development of hot desert environments creates opportunities and challenges.</li> <li>- Areas on the fringe of hot deserts are at risk of desertification.</li> </ul> <p><b>Top 5 Keywords</b> adaptations, deforestation, desertification, sustainability, biome</p>	
<b>4 - Changing economic world (part 1)</b>	<ul style="list-style-type: none"> <li>- There are global variations in economic development and quality of life.</li> <li>- Various strategies exist for reducing the global development gap.</li> <li>- Some LICs and NEEs are experiencing rapid economic development which leads to significant social, environmental and cultural change.</li> </ul> <p><b>Top 5 Keywords</b> HDI, quality of life, development gap, multiplier effect</p>	<ul style="list-style-type: none"> <li>- Constructing scatter graphs</li> <li>- Interpreting photos and maps</li> <li>- Reading choropleth maps</li> <li>- Using an atlas</li> <li>- Describing distribution</li> <li>- Analysing scatter graphs</li> <li>- Reaching conclusions</li> </ul>
<b>5 - Fieldwork enquiry</b>	<ul style="list-style-type: none"> <li>- Suitable question for geographical enquiry</li> <li>- Selecting, measuring and recording data appropriate to the chosen enquiry</li> <li>- Selecting appropriate ways of processing and presenting fieldwork data</li> <li>- Describing, analysing and explaining fieldwork data</li> <li>- Reaching conclusions</li> <li>- Evaluation of geographical enquiry</li> </ul> <p><b>Top 5 Keywords</b> enquiry, primary data, GIS, reliability, accuracy</p>	<ul style="list-style-type: none"> <li>-Using OS maps</li> <li>-Using equipment to record primary data</li> <li>-Presenting primary data in a variety of ways</li> <li>-Researching secondary sources of information</li> <li>- Analysing data presentation</li> <li>-Reaching conclusions based on primary evidence</li> <li>-Evaluating the enquiry and suggesting improvements</li> </ul>
<b>YEAR 11 (GCSE course)</b>		
<b>6 - Changing economic world (part 2)</b>	<ul style="list-style-type: none"> <li>- Major changes in the economy of the UK have affected, and will continue to affect, employment patterns and regional growth.</li> </ul>	<ul style="list-style-type: none"> <li>- Interpreting pie charts</li> <li>- -Photo interpretation</li> <li>- -Interpreting bar graphs</li> </ul>

	<p><b>Top 5 Keywords</b> globalisation, policy, DTM, infrastructure, interdependence</p>	<ul style="list-style-type: none"> <li>- Debating</li> <li>- Reaching conclusions supported by evidence</li> <li>- Interpreting a range of maps</li> <li>- OS map skills</li> </ul>
<b>7 - Natural hazards</b>	<ul style="list-style-type: none"> <li>- Earthquakes and volcanic eruptions are the result of physical processes.</li> <li>- The effects of, and responses to, a tectonic hazard vary between areas of contrasting levels of wealth.</li> <li>- Management can reduce the effects of a tectonic hazard.</li> </ul> <p><b>Top 5 Keywords</b> natural hazard, effect, response, air pressure, mitigation</p>	<ul style="list-style-type: none"> <li>- Interpreting maps</li> <li>- Drawing accurate labelled diagrams</li> <li>- Interpreting frequency graphs</li> <li>- Annotating diagrams</li> <li>- Describing line graphs</li> <li>- Effective note taking</li> </ul>
<b>8 - Resource management</b>	<ul style="list-style-type: none"> <li>- Food, water and energy are fundamental to human development.</li> <li>- The changing demand and provision of resources in the UK create opportunities and challenges.</li> <li>- Different strategies can be used to increase food supply.</li> </ul> <p><b>Top 5 Keywords</b> undernutrition, surplus, deficit, irrigation, energy security</p>	<ul style="list-style-type: none"> <li>- Calculating carbon footprints</li> <li>- Comparing rainfall and population maps</li> <li>- Interpreting and comparing pie charts</li> <li>- Describing global patterns</li> </ul>
<b>9- Issue evaluation</b>	<p>Synoptic unit- draws together knowledge and skills from KS3 and 4</p> <ul style="list-style-type: none"> <li>- Critical thinking and problem-solving</li> <li>- Opportunity to demonstrate geographical skills and applied knowledge and understanding by looking at a particular issue(s) derived from the specification using secondary sources</li> </ul> <p><b>Top 5 Keywords</b></p>	<ul style="list-style-type: none"> <li>- Interpretation, analysis and evaluation of a range of secondary data sources</li> <li>- Making reasoned justifications</li> <li>- Extended writing</li> <li>- Consider viewpoints from a range of stakeholders</li> </ul>
<b>10- Revision (time permitting)</b>	<p>Individual teachers will plan a programme of revision based on analysis of mock exams and classwork.</p>	<ul style="list-style-type: none"> <li>- Reminder of effective revision techniques</li> </ul>