CORE KNOWLEDGE

What I will know and understand by the end of Year 7.

	This year in Geography, we will be learning	This links to:	Key Vocabulary:
1	**Geographical Skills** •The contrasts of physical, human and environmental geography. •The distribution of the world's continents, oceans and UK landmarks (mountain ranges, rivers, lowland areas). •Points of a compass, map symbols and 4 + 6 grid references. •Scale, measuring distances and relief on an OS map.	This topic builds on the prior knowledge gained at KS1 / KS2 developing their map skills and applying this. This topic threads throughout the whole of KS3 / 4 as map skills are used across all topics.	Physical, Human, Environmental, Grid references, Ordnance Survey, Spot heights, Contour lines, Scale, Relief, Compass directions, Ratio
2	**Weather and Climate** •The elements and movement in the water cycle. •The differences between weather and climate. •Instruments used for measuring weather such as precipitation, wind, sunshine. •Different types of rainfall (convectional, relief and frontal) and factors affecting climate -altitude, latitude. •The features of a climate graph. •Air pressure and the weather associated with an anticyclone and a depression. •The effects and responses of Storm Arwen.	This topic links to weather patterns and the water cycle at KS1/2 and builds on prior knowledge gained. Weather and climate links with the characteristics of world biomes, tropical rainforests, hot deserts and the Russia topic.	Precipitation, Infiltration, Condensation, Evaporation, Evapotranspiration, Anemometer, Rain gauge, Surface runoff, Aspect, Latitude, High pressure, Low pressure, Anticyclone, Depression
3	**Ecosystems** •What is an ecosystem - transfer of energy in food chains / food webs. •The nutrient cycle how this works in Epping Forest ecosystem. •Factors affecting an ecosystem such as human interactions and climate change. •Distribution and characteristics of world's biomes.	This topic links with various topics in both Year 8 and 9. It builds on prior knowledge gained at KS2 on vegetation belts and climate zones.	Biome, Food chain, Food web, Trophic levels, Decomposers, Consumers, Producers, Predator, Prey, Nutrient Cycle, Decay, Humid, Distribution, Deciduous, Coniferous, Tundra, Taiga, Polar, Desert, Boreal, Equatorial
4	**Tropical Rainforests** •Distribution of tropical rainforests and comparing the climate of the Manaus and Manchester. •Layers of the rainforests and how plants and animals adapt to the climate. •The causes (logging, mining, agriculture) and the social, environmental and economic impacts of deforestation. •Contrasting experiences of tribes in the rainforest (culture and ways of life).	This topic builds on the knowledge of climate and ecosystems by allowing students to explore a specific biome. Students use the knowledge from this topic to add context to the in depth study of Rio de Janeiro, which they study later in Year 7.	Emergents, Canopy, Under canopy, Epiphytes, Buttress roots, Lianas, Precipitation, Deforestation, Climate change, Carbon sink, Global warming, Soil erosion, Leaching, Infertile, Adaptation, Logging, Mineral extraction
5	**Population** •World population growth and distribution. •Which areas of the UK are densely and sparsely population. •Creating and analysing population pyramids of contrasting countries. •Population issues - such as, ageing population, overpopulation. •Different types of migration (forced and voluntary migration examples). •Push and pull factors for people migrating to the UK.	This topic links to various topics in both Year 7 and Year 8. It builds upon the knowledge gained on the world map, and also links to world development, weather and climate and global food when looking at reasons as to why people migrate.	Distribution, Density, Sparse, Dense, Urban, Rual, Population Pyramid, Birth Rate, Death Rate, Life Expectancy, Economically Active, Economically Dependent, Overpopulation. Migration, Forced, Voluntary, Push Factor, Pull Factor
6	**Brazil and Rio** •The physical (highland, mountain regions, beaches) and human (Urban areas) characteristics of Brazil. •International, national and regional importance of Rio de Janeiro. •Challenges (water, energy, crime, employment) of living in Favela in Rio de Janeiro. •How to improve favelas looking at the Favela Bairro project.	This topic links explicitly to the previous topic of population and looks at it within the context of Rio. It also builds on the knowledge learnt about rainforests and their importance to Brazil. The challenges of favelas provide a comparative example for the challenges of the UK that is looked at in Year 9.	Economy, Population, Favelas, Migration, Inequality, Quality of life, Standard of living, Infrastructure, Tourism, Unemployment, Pacification, Natural increase, Push / Pull factors

Target Grade:		AP1:		AP2:		AP3:	

CORE KNOWLEDGE

What I will know and understand by the end of Year 8.

	This year in Geography, we will be learning	This links to:	Key Vocabulary:
1	**Development** •Development indicators and measuring development - birth rate, death rate, life expectancy etc. •Comparing stages of the demographic transition model to show development •Causes of uneven development -climate, extreme weather, colonialism •Consequences of uneven development - poverty in Mumbai and the social, economic and environmental challenges and opportunities there •Strategies to close the development gap: aid, Fairtrade and tourism	This topic builds on the knowledge developed in the Brazil topic in Year. It allows students to develop their knowledge of how development is measured, as well as the impact of this, which supports students in their learning during their Nigeria topic in Year 9.	Development, development indicator, HIC, LIC, NEE, GNI, literacy rate, birth rate, death rate, life expectancy, infant mortality rate, people per doctor, demographic transition model, migration, corruption, discrimination, trade, empire, Dharavi, aid, Fairtrade, tourism
2	**Energy and Climate Change** •Energy sources and the energy mix: renewable and non-renewable •The challenges and opportunities energy sources provide: environmental and economic impacts in Kuwait •Causes and evidence of climate change and ways it can be managed: reducing emissions through changing energy sources and agriculture •The impacts of climate change in Madagascar and the UK: biodiversity, rising sea levels etc.	This topic expands on the knowledge learnt in the climate topic in Year 7. Students develop an understanding of how the climate can be affected by humans. The impacts of this are explored during the Year 9 deserts topic.	Energy, energy mix, source, supply, demand, solar, wind, geothermal, nuclear, tidal, efficiency, fossil fuel. Kuwait, greenhouse gas, climate change, enhanced greenhouse effect, atmosphere, cause, agriculture, eruption, evidence, impact, management, adaptation, mitigation, Madagascar
3	**Glaciers** •Changes in UK ice cover during the last ice age and geological time scale •What are the glacial processes - weathering and erosion (freeze thaw, plucking, abrasion), transportation (basal slip, rotational slip) and deposition (moraine) •How are glacial landforms created (Arete, Pyramidal peaks, Corrie, Ribbon Lake, Moraine) •Opportunities (farming, mining, forestry, tourism) and challenges (conflicts) in the Lake District	This topic helps students to develop an understanding of how physical processes can shape the world. This knowledge is used to support students' understanding of coasts and rivers in Years 8 and 9 respectively.	Glacier, glaciation, erosion, coarse, rock flour, iceberg, U-shaped valleys, ice age, weathering, freeze-thaw, meltwater, plucking, abrasion, transportation, moraine, boulders, erratic, corrie, drumlin, arête
4	**Russia** •Russia's location and its physical landscapes - Lake Baikal, Ural mountains, Volga River •Russia's changing relationship with Europe (1917-present day) •Moscow's history, cultural relevance and population density •What are the opportunities (employment) and challenges (environmental issues) of mineral extraction in the Tundra ecosystem located in Russia.	This topic builds on the knowledge of the previous country deep dive: Brazil. Students develop their skills of how the physical world impacts the human world, which they have developed in the previous topic of glaciers. These skills can be utilised on new case studies.	Russia, Moscow, Asia, Europe, Bolshevik, Communism, Lenin, Stalin, Ukraine, Lake Baikal Siberia, Ural Mountains, Volga River, Saint Petersburg, Kremlin, Ruble, USSR
5	**Coasts** •Waves and coastal processes - erosion, transportation, deposition •Coastal landform formation: headlands and bays, cracks-stacks, spits •Impacts of coastal erosion: decision making in Holderness and Hallsands disappearing •Managing coastal erosion: hard and soft engineering - sea walls, rock armour, gabions, groynes, beach nourishment and managed retreat.	This topic builds on the knowledge of physical processes learnt in the glaciers topic from the previous term in Year 8. The strengthening of knowledge of these processes is beneficial when students study rivers in Year 9.	Coastline, waves, processes, erosion, transportation, deposition, hydraulic action, attrition, abrasion, solution, traction, saltation, suspension, headlands, bays, cliff, crack, cave, arch, stack, stump, longshore drift, hard engineering, soft engineering, managed retreat
6	**Employment and Tourism** •Changing UK employment structure: primary, secondary, tertiary, quaternary •Deindustrialisation and its impacts in UK cities. •The importance of UK infrastructure: roads, rail, phone lines, WiFi •Managing UK infrastructure - proposed Heathrow runway advantages and disadvantages •The changing role of tourism in the UK: negative impacts of tourism and the impact of decline on UK coastal areas.	This topic expands on the previous topic of coasts to look at how tourism is important for coastal areas. The knowledge learnt about jobs supports students when they study Nigeria in Year 9.	Employment structure, primary, secondary, tertiary, quaternary, agriculture, industrial, deindustrialisation, disposable income, infrastructure, Heathrow, domestic tourism, honeypot site, decline, fieldwork.

Target Grade:		AP1:		AP2:		AP3:	

CORE KNOWLEDGE

What I will know and understand by the end of Year 9.

	This year in Geography we will be learning	This links to:	Key Vocabulary:
1	**Rivers** •The Drainage Basin and the Long and Cross Profile of a River •River Processes of Erosion, Transport and Deposition •River Landforms of Erosion and Deposition (Waterfalls, Meanders, Levees) •Hydrographs and factors affecting river flooding including physical factors e.g. rock type and weather and human factors e.g. deforestation and urbanisation •How rivers are managed in HICs and LICs using Hard and Soft Engineering	This topic links to the content covered in the Autumn term of Year 7 as students will use map skills gained to identify river changes and landforms on OS Maps. This topic also builds upon the physical processes studied in the Spring and Summer term of Year 8.	Drainage Basin, Watershed, Tributary, Source, Mouth, Erosion, Attrition, Hydraulic Action, Abrasion, Saltation, Solution, Traction, Suspension, Hydrograph, Lag time, Hard Engineering, Soft Engineering, HIC (High Income Country), LIC (Low Income Country)
2	**Tectonic Hazards** •Earth Structure and Plate Boundaries (Constructive, Destructive, Conservative) •Volcanoes and why people live near them e.g. tourism, farming •How volcanic eruptions are managed using prediction, preparation and protection focusing on the Eyjafjallajökull eruption and the Nyiragongo eruption	This topic builds upon the knowledge gained on physical processes and the management of these processes in Year 8. It also builds upon the knowledge gained on population distribution and world development in Years 7 and 8.	Tectonic Plates, Magma, Convection Currents, Crust, Mantle, outer Core, Inner Core, Oceanic Plate, Continental Plate, Destructive, Constructive, Conservative, Geothermal Energy, Minerals, Fertile, Impact, Response
3	**Resources: Food** •Global resource distribution and the significance of resources to social and economic well-being •Changing global patterns of food including under and overnutrition •Causes of global food insecurity e.g. poverty, climate and impacts of food insecurity e.g. conflict, rising food prices •Increasing global food supply e.g. Hydroponics, Irrigation and the use of seasonal food	This topic builds upon the content covered on global energy and energy issues at the start of Year 8. It also requires students to draw upon the knowledge gained on world development also at the start of Year 8 when looking at the uneven distribution of food.	Resource, Significance, Distribution, Consumption, Access, Security, Insecurity, Conflict, Malnutrition, Poverty, Climate, Technology, Disease, Desertification, Sustainable, Seasonal, Hydroponics, Irrigation, Local, Global
4	**Hot Deserts** •Physical characteristics (climate, soil) and distribution of hot deserts •Plant and animal adaptations - Cacti, Camels, Fennec Fox •Opportunities and challenges in the Thar Desert - climate, isolation, agriculture, mining •Causes, impacts and management of desertification - Great Green Wall	This topic builds upon the knowledge gained in Year 7 on climate and ecosystems. Students will apply their knowledge of Tropical Rainforests to Hot Deserts when looking at physical characteristics, adaptations and human interactions.	Characteristic, Climate, Adaptation, Succulent, Drought, Tolerant, Avoidance, Opportunity, Challenge, Extraction, Extreme, Accessibility, Desertification, Overgrazing, Deforestation, Appropriate Technology
5	**Nigeria** •The cultural, environmental, economic and political context of Nigeria •The national and international importance of Nigeria •Globalisation in Nigeria - the changing industrial structure, imports and exports and the role of manufacturing •TNCs in Nigeria - Shell - the environmental consequences (Niger Delta oil spill) and economic opportunities (job creation)	This topic builds upon the knowledge gained on world development and changing employment and infrastructure in year 8 and requires students to link this knowledge to the concept of Globalisation.	LIC, National, International, Importance, Globalisation, TNC, Import, Export, Bollywood, Boko Haram, Shell, Niger Delta, terrorism, Christianity, GDP, Abuja, Lagos, Niger, Chad,
6	**UK Urban Challenges** •Poverty in the UK: comparing absolute and relative poverty •London Riots and the London Olympics: challenges and opportunities of redevelopment •Mapping crime: using GIS to identify areas most susceptible to crime. •Fighting crime - designing areas to reduce crime, i.e. gated communities	This topic builds upon the map skills gained in Year 7 and also incorporates GIS skills. It also builds upon the knowledge gained in year 7 and 8 on Population and World Development.	Inequality, GIS, Poverty, absolute poverty, relative poverty, food bank, deprivation, Olympics, Regeneration, contrasts, crime, design, gated community

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