

## Cycle 1: Is the Geography of Russia a Curse or a Benefit?

Assessment Result	SBE	BE	E	AE	SAE
<b>Unit Overview</b>					
<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>To understand where Russia is located, and what Russia is like; in terms of Culture, Physical and Human Geography.</li> <li>To understand the distributions of physical landforms and biomes across Russia, including how they have evolved.</li> <li>The influence of physical geography on human geography; including population density, distribution and economic growth.</li> <li>The importance of Russia to the world, and it's link to the Arctic (The region north of the Arctic Circle).</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>GIS mapping skills used to investigate a region of Russia</li> <li>To interpret a variety of data including: Political and relief maps, Population pyramids and climate graphs.</li> <li>Calculating Population density</li> <li>Comparing temperature and precipitation using choropleth maps</li> <li>Calculating range, median and mode</li> </ul>					
<b>Link to national curriculum</b>					
<p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>extend their locational knowledge and deepen their spatial awareness of the world's countries, using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities.</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field</li> <li>use Geographical Information Systems (GIS) to view, analyse and interpret places and data</li> </ul>					
<b>Key geographical terminology</b>					
Countries; continents; natural resources; grassland; Steppes; plains; Ural Mountains; Arctic Ocean; Northern European Plain; Siberian Plain; lowland; Kamchatka Peninsula; continental climate; precipitation; isotherms; biomes; taiga; tundra; temperate forest; coniferous forest; permafrost; latitude; longitude; adaptations; population density; sparsely populated; densely populated; square kilometre; choropleth map, raw materials; natural resources; economic sector; primary; secondary; tertiary; economic growth; Geographical Information System; parcels; zoning; topography; wetlands; demographics; land cover; imagery; base map; a					
<b>Please tick off the criteria that you have met during this cycle of work</b>					
<b>8-9</b>	I can evaluate the reasons for Russia's involvement on the North Pole.				
<b>6-7</b>	I can explain how the size and physical geography in Russia affects economic growth.				
	I can compare the precipitation and climates of Russia using choropleth maps.				
	I can calculate the population density of Russia.				
<b>5</b>	I can locate places on a GIS map, using latitude and longitude.				
	I can calculate mode, median and range using climate graphs.				
	I can describe the location of Russia, using the surrounding seas and continents.				

## Cycle 2: How does ice change the world?

Assessment Result	SBE	BE	E	AE	SAE
<b>Unit Overview</b>					
<b>Knowledge</b> <ul style="list-style-type: none"> <li>To understand how ice changes the world</li> <li>To understand how geographical processes such as erosion and transportation create glacial landforms</li> <li>To understand how the global distribution of ice around the world varies through time</li> </ul> <b>Skills</b> <ul style="list-style-type: none"> <li>Interpreting data such as temperature line graphs, satellite images, and repeat photography</li> <li>Using scale lines on an OS map to identify and calculate actual sizes of glacial landforms.</li> <li>Use evidence to explain how glacial landforms are changing</li> </ul>					
<b>Link to national curriculum</b>					
<b>Physical geography</b> <ul style="list-style-type: none"> <li>understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in physical geography relating to glaciation</li> </ul> <b>Geographical skills and fieldwork</b> <ul style="list-style-type: none"> <li>build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field</li> </ul>					
<b>Key geographical terminology</b>					
Ablation; abrasion; freeze thaw weathering; meltwater; arête; corrie; crevasse; snout; drumlin; erratic; fjord; glacial tilt; hanging valley; ice age; ice cores; interglacial; outwash plain; plucking; repeat photography; ribbon lake; satellite images; snout; snowline; striations; tarn; terminal moraine; lateral moraine; medial moraine; truncated spur; Alpine Glacier; Continental Sheet; U shaped valley; hanging valley;					
<b>Please tick off the criteria that you have met during this cycle of work</b>					
<b>8-9</b>	I am able to compare an OS map with a vertical aerial photograph of the same scale.				
<b>6-7</b>	I can explain how glaciers are changing and how these changes alter respective landscapes				
	I can locate places on an OS map using 6 figure grid references				
	I can explain how erosion, transportation and deposition contribute to the movement of glacial landforms				
<b>5</b>	I can locate glacial formations on an OS map using a 4 figure grid reference				
	I can identify the different elements of a glacier				
	I can define erosion, transportation and deposition				
	I understand that glacial landforms have changed the world over time				

## Cycle 3: How are populations changing?

Assessment Result	SBE	BE	E	AE	SAE
<b>Unit Overview</b>					
<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>To understand economic activity at difference scales; both globally and locally</li> <li>The way jobs are arranged into sectors and how the jobs people do have changed over time</li> <li>To understand what trade is and how this has become a global phenomenon</li> <li>To understand how the UK economy has developed, and how it's links to the world have grown</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>understand the geographical concepts and ideas – population distribution, change, growth, migration, urbanisation</li> <li>understand that population change occurs at different rates and times in different countries</li> <li>understand and apply the Demographic Transition Model and a migration model</li> <li>understand how countries attempt to control population change</li> <li>understand how migration changes settlements</li> </ul>					
<b>Link to national curriculum</b>					
<p><b>Human and physical geography:</b></p> <ul style="list-style-type: none"> <li>international development; economic activity in the primary, secondary, tertiary and quaternary sectors</li> <li>understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems</li> <li>understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in: human geography relating to: population and urbanisation.</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <p>build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom</p>					
<b>Key geographical terminology</b>					
Employment sectors; Primary; Secondary; Tertiary; Quaternary; service; manufacturing; employment structure; farms; arable; pastoral; mixed farms; market gardens; Ordnance Survey Map; disposable income; tourism; natural resource; trade; imports; exports; balance of trade; port; labour force; globalisation; social; economic; political; cultural; transnational companies; multinational companies; markets; containerisation; labour intensive;					
<b>Please tick off the criteria that you have met during this cycle of work</b>					
<b>8-9</b>	I can explain the interconnection between place and industry using specific examples				
<b>6-7</b>	I am able to compare an OS map with a vertical aerial photograph of the same scale				
	I can explain some of the changes that have taken place within the UK economy				
	I can use a series of data to produce a line graph				
<b>5</b>	I can identify the various employment sectors and provide examples of occupations which fit within each sector				
	I can explain why the tertiary sector of the UK economy is growing				
	I can identify the various employment sectors within an economy				
	I can explain what an economy is				

## Cycle 4: Climate change and the earth's future.

Assessment Result	SBE	BE	E	AE	SAE
<b>Unit Overview</b>					
<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>To understand and appreciate how our understanding of the planet has evolved through time through exploration and a series of discoveries.</li> <li>To understand the natural and man made causes of climate change.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>consider a range of evidence of climate change<sup>[SEP]</sup></li> <li>consider and critically reflect on different viewpoints, detecting bias<sup>[SEP]</sup></li> <li>use a wide range of geographical data to identify and classify the causes and consequences of climate change</li> <li>use GIS with OS maps to identify flood risk in the UK</li> <li>debate three options for the future<sup>[SEP]</sup></li> </ul>					
<b>Link to national curriculum</b>					
<p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in: <ul style="list-style-type: none"> <li>physical geography relating to: weather and climate, including the change in climate from the Ice Age to the present;</li> <li>human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources</li> <li>understand how human and physical processes interact to influence, and change landscapes, environments and the climate;</li> </ul> </li> </ul>					
<b>Key geographical terminology</b>					
Climate Change, greenhouse effect, atmosphere, hydrosphere, biosphere, adapt, mitigate, extreme weather, chlorofluorocarbons, hydrofluorocarbons, methane, carbon dioxide, power stations, factories, fossil fuels, natural gas, carbon dioxide, indicators, humidity, surface temperature					
<b>Please tick off the criteria that you have met during this cycle of work</b>					
<b>8-9</b>	I can evaluate and explain the significant of man's contribution to climate change				
<b>6-7</b>	I can evaluate perspectives on climate change				
	I can explain the consequences of climate change in the UK				
	I can explain the causes of climate change				
<b>5</b>	I can explain perspectives on climate change and detect bias within perspectives				
	I can explain evidence of climate change				
	I can identify evidence of climate change				
	I can identify perspectives on climate change				

## Cycle 5: The Changing UK Economy

Assessment Result	SBE	BE	E	AE	SAE
<b>Unit Overview</b>					
<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>To understand economic activity at difference scales; both globally and locally</li> <li>The way jobs are arranged into sectors and how the jobs people do have changed over time</li> <li>To understand what trade is and how this has become a global phenomenon</li> <li>To understand how the UK economy has developed, and how it's links to the world have grown</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Consider how the UK's human and physical geography can affect us</li> <li>Explore the diversity of the UK's growing population</li> <li>Investigate the UK's global influence linked to a post industrial economy</li> <li>Investigate the importance of London within the UK economy</li> <li>Interpret population pyramids and bar graphs</li> </ul>					
<b>Link to national curriculum</b>					
<p><b>Human and physical geography:</b></p> <ul style="list-style-type: none"> <li>international development; economic activity in the primary, secondary, tertiary and quaternary sectors</li> <li>understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs</li> </ul>					
<b>Key geographical terminology</b>					
Employment sectors; Primary; Secondary; Tertiary; Quaternary; service; manufacturing; employment structure; post-industrial economy; north south divide; urbanisation; urban sprawl; greenfield site; brownfield site; economic hub; wet point site, dry point site, defensive site, settlement, relief					
<b>Please tick off the criteria that you have met during this cycle of work</b>					
<b>8-9</b>	I can evaluate the success of the regeneration of Stratford				
<b>6-7</b>	I can compare various cities within the UK and draw conclusions about their development				
	I can analyse how cities change due to urban sprawl and regeneration				
	I can explain how uneven development occurs				
<b>5</b>	I can explain the different stages of the UK's development over time				
	I can explain why the tertiary sector of the UK economy is growing				
	I can identify jobs that fit within the different sectors of the UK Economy				
	I can identify the different sectors within the UK Economy				

## Cycle 6: Our Impact on the Earth's Ecosystems

Assessment Result	SBE	BE	E	AE	SAE
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### Unit Overview

#### Knowledge

- To identify links between components of an ecosystem
- To understand the global distribution of some important ecosystems
- Explore the characteristics of tropical rainforest
- Recognise the value of tropical rainforest globally
- Understand the impacts of human activity on rainforest
- Investigate how rainforest is managed sustainably for tourism in Costa Rica

#### Skills

- Consider how ecosystems work as interdependent systems
- Use choropleth maps to explore the global distributions of ecosystems
- Use evidence to evaluate and the sustainability of management in tropical rainforest

### Link to national curriculum

#### Human and physical geography:

- understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems
- understand how human and physical processes interact to influence, and change landscapes, environments and the climate;

#### Geographical skills and fieldwork

- interpret Ordnance Survey maps in the classroom including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs

### Key geographical terminology

Ecosystem, sustainable management, nutrient cycle, biomass, litter, producers, photosynthesis, consumers, food chain, biotic, abiotic, flora, fauna, temperate forest, deciduous forest, coral reef, tropical rainforest, tropical grassland, hot desert, polar, tundra, tropical rainforest, adaptations, temperate forest, biodiversity, exploitation, natural parks, nature reserves, agroforestry, selective logging, Afforestation, Monitoring

### Please tick off the criteria that you have met during this cycle of work

<b>8-9</b>	I can evaluate how successful the sustainable management of the Costa Rican rainforest has been	
<b>6-7</b>	I can explain how global climate patterns contribute to the global distribution of biomes	
	I can explain the link between the nutrient cycle and the rainforest as an ecosystem	
	I can explain how parts of the rainforest are interdependent	
<b>5</b>	I can explain the value of the tropical rainforest globally	
	I can explain how plants and animals adapt to suit their environment	
	I can explain strategies of sustainable rainforest management	
	I can identify different biomes and their locations	