	AGE EXPECTED STANDARD - YEAR 7			
	KNOWLEDGE	**SKILLS**	**UNDERSTANDING**	**ASSESSMENT**
	STUDENTS… Define - Physical, Human, Environmental Geography Continents and countries Population distribution and density (Brazil) Structure of rainforest Animal and plant adaptations Tribes of Amazon Waves types Coastal processes (erosion, deposition, transportation) Formation of headlands and bays Longshore drift Flood management	**STUDENTS** Map skills (Atlas work,4 figure grid references, Contour lines, 8-point compass directions, scale and distance). Choropleth map Cost Analysis Breakdown (Budgeting)	**STUDENTS…** Students will be able to interpret maps in regards to compass directions, 4 and 6 figure grid references, contours and distances. Students will be able to evaluate the ownership of the rainforest in relation to human and natural uses. Students will be able to explain the natural processes that occur along and shape our coastline. They will also be able to evaluate how humans interact with coastal regions in relation to management of risks (coastal erosion).	**Geographical skills** **Ecosystems** **Coasts 1** **Coasts 2**
	WORKING IN GREATER DEPTH – YEAR 7			
	KNOWLEDGE	**SKILLS**	**UNDERSTANDING**	
	STUDENTS Oceans. Causes and impacts of deforestation. Knowledge of specific UK coastal environments (Holderness [East Coast] Lyme Regis and Swanage [South Coast])	STUDENTS… 6 figure grid references and 16-point compass directions. Budget allocation (Priorities)	STUDENTS… Categorise the different geographical knowledge into human, physical and environmental and explain the relationships between them. Can provide justification for responses to deforestation. Compare soft and hard engineering to determine the most appropriate solution.	

	AGE EXPECTED STANDARD - YEAR 8			
	KNOWLEDGE	**SKILLS**	**UNDERSTANDING**	**ASSESSMENT**
	STUDENTS…	**STUDENTS…**	**STUDENTS…**	**Urbanisation (Dharavi)**
	Waves types Coastal processes (erosion, deposition, transportation) Formation of headlands and bays Longshore drift Flood management	Cost Analysis Breakdown (Budgeting)	Students will be able to explain the natural processes that occur along and shape our coastline. They will also be able to evaluate how humans interact with coastal regions in relation to management of risks (coastal erosion).	**Antarctica (Hinge)** **Knowledge Test (Antarctica)**
	Urbanisation Slum Development Redevelopment of Slums Urban Sustainability	Population Graph	Students will be able to explain why urbanisation happens and what this leads to, in relation to positive opportunities and challenges E.G slum development.	
	The difference between the Artic and Antarctica. Climate of Antarctica. Animal and Plant adaptations. Human development and research in Antarctica.	Drawing Climate Graphs	Students will examine Antarctica against the Artic. They will then consider why the Climate of Antarctica is so extreme before identifying and explaining how and why plants and animals have adapted. Finally, students will explore how humans are having an impact on Antarctica.	
	WORKING IN GREATER DEPTH – YEAR 8			
	KNOWLEDGE	**SKILLS**	**UNDERSTANDING**	
	STUDENTS…	**STUDENTS…**	**STUDENTS…**	
	Knowledge of specific UK coastal environments (Holderness [East Coast] Lyme Regis and Swanage [South Coast])	Budget allocation (Priorities)	Compare soft and hard engineering to determine the most appropriate solution.	
	The differential rate of Urbanisation.	Analysis of population data.	The conflicting arguments behind urbanisation and where it is occurring (doesn't everyone have a right to the city?)	
	Economic opportunities vs environmental challenges	Interpreting and comparing climate graphs	Recognising the need for human endeavour alongside stewardship.	

	AGE EXPECTED STANDARD - YEAR 9			
	KNOWLEDGE	SKILLS	UNDERSTANDING	ASSESSMENT
	STUDENTS… -	STUDENTS… -	STUDENTS…	HINGE ASSIGNMENT: HINGE ASSIGNMENT: HINGE ASSIGNMENT HINGE ASSIGNMENT SUMMATIVE ASSESSMENT 1 SUMMATIVE ASSESSMENT 2
	WORKING IN GREATER DEPTH – YEAR 7			
	KNOWLEDGE	SKILLS	UNDERSTANDING	
	STUDENTS… -	STUDENTS… -	STUDENTS… -	
