

Forensic Learning Points in Geography at Kineton High School

	Key Stage 3			Key Stage 4	
Time	Year 7	Year 8	Year 9	Year 10	Year 11
Autumn 1	<p>Topic: What is Geography?</p> <p>Curriculum end point: 1. Knowing the three core types of Geography (Human, Physical & Environmental). 2. Understanding the importance of geographical fieldwork skills when investigating place.</p> <p>Vocab: Human, Physical, Environmental, Place, Continents, Scale, Fieldwork, Relief</p> <p>Main Assessments: 1. Baseline test (% graded) 2. Fieldwork to assess Kineton Schools environment. 3. Map skills test 3. ILT: Country profiles.</p>	<p>Topic: How do ecosystems vary around the world?</p> <p>Curriculum end points: 1. Knowing what the different biomes are and what climate factors influence their distribution. 2. Understanding how living and non-living things are inter-dependent in biomes. 3. Analysing the impact of humans on the world's biomes.</p> <p>Vocab: Biome, Ecosystem, Climate, Adaptations, Deforestation, Nutrient cycle, Interdependence, Desertification</p> <p>Main Assessments: 1. ILT: Biome in a Box. 2. Ecosystems test (% graded)</p>	<p>Topic: Thinking like a Geographer</p> <p>Curriculum end points: 1. Knowing that Geography is underpinned by social, economic, and environmental factors. 2. Understanding that Maths has an important role in Geography through patterns, trends, averages and anomalies. 3. Understanding the complexity of the world through the positive and negative global developments of the 21st century.</p> <p>Vocab: Social, Economic, Environmental, Scale, Mode, Mean, Anomaly, Primary research</p> <p>Main Assessments: 1. Thinking like a Geographer test (% graded)</p>	<p>Topic: Landscapes and Physical Processes - Coasts</p> <p>Curriculum end points 1. Understanding the importance of geographical processes in forming coastal landforms. 2. Understanding how geology, extreme weather and human intervention influence coastal recession.</p> <p>Vocab: Geology, concordant, discordant, mass movement, fetch, prevailing winds, consolidated, unconsolidated, swash, backwash, hard engineering, soft engineering</p> <p>Main Assessments: 1. Coasts test 2. Past Paper questions</p>	<p>Topic: Weather, Climate and Ecosystems – Climate Change and Extreme Weather</p> <p>Curriculum end point: 1. To understand how evidence of climate change can be linked to glacial/interglacial periods. 2. To understand the links between atmospheric conditions and resulting weather conditions and their impacts.</p> <p>Vocab: Glacial, Interglacial, Depression, Anticyclone, ITCZ, Coriolis effect,</p> <p>Main Assessments: 1. Weather systems associated with pressure questions 2. Past paper questions</p>

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Autumn 2	<p>Topic: What is life like in Africa?</p> <p>Curriculum end point:</p> <p>1. To understand the physical and human geography of East Africa and recognise the challenges this presents.</p> <p>2. To challenge the misconceptions about Africa</p> <p>Vocab:</p> <p>Perception, Misconception, Poverty, Ecosystem</p> <p>Main Assessments:</p> <p>1. The future of Africa is good – Extended piece of writing.</p>	<p>Topic: How has globalisation impacted world development?</p> <p>Curriculum end point:</p> <p>1. To understand the link between globalisation and development of different countries</p> <p>2. To recognise that development can lead to inequality between countries and within countries.</p> <p>Vocab:</p> <p>Globalisation, development, primary sector, secondary sector, tertiary sector, LIC, NIC, HIC</p> <p>Main Assessments:</p> <p>1. End of unit assessment - Global goals</p>	<p>Topic: Built up World</p> <p>Curriculum end point:</p> <p>1.To understand the links between urban and rural spaces and how these have changed over time.</p> <p>2. To understand population changes in urban and rural spaces and the challenges that this presents.</p> <p>Vocab:</p> <p>Urban-rural continuum, Counter urbanisation, Commuting, Ageing population, Migration Depopulation, Spiral of decline, Deprivation.</p> <p>Main Assessments:</p> <p>1. Impacts of Commuting essay questions 2. Climate change ILT</p>	<p>Topic: Tectonics</p> <p>Curriculum end point:</p> <p>1. To understand how tectonic processes lead to the formation of different landforms.</p> <p>2. To recognise links between vulnerability and hazard reduction.</p> <p>Vocab:</p> <p>Slab push, Ridge pull, Subduction, magnitude, vulnerability, convergent, divergent, convection, hotspot</p> <p>Main Assessments:</p> <p>1. Tectonics exam paper 2. Past paper questions</p>	<p>Topic: Human Geography fieldwork</p> <p>Curriculum end point:</p> <p>1.To utilise relevant fieldwork techniques in order to investigate an aspect of the human environment.</p> <p>2. To analyse fieldwork data, evaluate methods and draw relevant conclusions.</p> <p>Vocab:</p> <p>Random sampling, systematic sampling, stratified sampling, hypothesis</p> <p>Main Assessments:</p> <p>1. Fieldwork write up</p>

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Spring 1	<p>Topic: How is world population changing and what pressures does this create?</p> <p>Curriculum end point:</p> <ol style="list-style-type: none"> To understand why the global population is structured and distributed as it is. To make links between population growth and urbanisation. <p>Vocab: Migration, Urbanisation, One Child Policy, Ageing population, push factor, pull factor</p> <p>Main Assessments:</p> <ol style="list-style-type: none"> Population Assessment ILT - Global city in a box 	<p>Topic: Do we live in a hazardous world?</p> <p>Curriculum end point:</p> <ol style="list-style-type: none"> To recognise how the structure of the earth links to tectonic hazards To evaluate the link between levels of development and capacity to cope with tectonic hazards. <p>Vocab: Destructive plate constructive plate, conservative plate, collision plate, convection currents, core, mantle, crust</p> <p>Main Assessments: Tectonics end of unit test. ILT – Tectonic hazard case study</p>	<p>Topic: Built up World – Pressures of population and economic change</p> <p>Curriculum end point:</p> <ol style="list-style-type: none"> To understand factors influencing population changes To recognise how land use has changed in response to demographic and economic changes. <p>Vocab: Migration, Ageing population, knowledge economy, greenfield site, brownfield site, Sustainable communities, Urban renewal, Online shopping</p> <p>Main Assessments:</p> <ol style="list-style-type: none"> DME – Brownfield v Greenfield sites Counter urbanisation and pressures on greenbelt extended writing piece 	<p>Topic: Development – Global inequalities</p> <p>Curriculum end point:</p> <ol style="list-style-type: none"> To make links between globalisation and development inequality. To understand how globalisation has led to the emergence of NICs. To understand global strategies being used to combat inequality. <p>Vocab: Inequality, Development continuum, Multinational companies, Globalisation, Outsourcing, Exploitation, Host country, Source country, Multiplier effect, Tariff, Quota, Subsidy</p> <p>Main Assessments:</p> <ol style="list-style-type: none"> Outsourcing assessed piece Trade assessed piece 	<p>Topic: Weather, Climate and Ecosystems – Global Ecosystems</p> <p>Curriculum end point:</p> <ol style="list-style-type: none"> To understand how geographical processes successfully link to support global ecosystems. To recognise the threats to global ecosystems and understand how they can be managed. <p>Vocab: Biomes, Nutrient cycle, Carbon cycle, Biomass, Carbon sink, Decomposition, Biodiversity, Monoculture, Desertification.</p> <p>Main Assessments:</p> <ol style="list-style-type: none"> Processes in ecosystems questions Past paper questions

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Spring 2	<p>Topic: How do we influence weather and climate</p> <p>Curriculum end point:</p> <ol style="list-style-type: none"> To understand the difference between weather and climate To understand the difference between global warming and climate change. To make links between extreme weather events and climate change. <p>Vocab: Weather, climate, microclimate, climate change, global warming</p> <p>Main Assessments:</p> <ol style="list-style-type: none"> Microclimates at KHS fieldwork write up Climate change speech 	<p>Topic: How do glaciers, rivers and coasts influence the landscape?</p> <p>Curriculum end point:</p> <ol style="list-style-type: none"> Knowing the erosional and transportation processes relating to glaciers, rivers, and coasts. To understand how geographical processes create distinctive physical landscapes. <p>Vocab: Water cycle, Permeable impermeable, Drainage basin, erosion, deposition, transportation,</p> <p>Main Assessments:</p> <ol style="list-style-type: none"> End of unit test ILT – River research project 	<p>Topic: Built up world – The rise of the global city</p> <p>Curriculum end point:</p> <ol style="list-style-type: none"> To understand the link between globalisation and the development of global cities. To recognise the challenges faced by global cities. <p>Vocab: Megacity, Urbanisation, Global city, rural to urban migration, Formal sector, Informal sector, enclaves, Redevelopment, Re-urbanisation</p> <p>Main Assessments:</p> <ol style="list-style-type: none"> Changing social and economic patterns in urban areas ILT – Global importance of the rainforest ecosystem 	<p>Topic: Development and Water</p> <p>Curriculum end point:</p> <ol style="list-style-type: none"> To understand the impact consumer demand has on global water security. To know national and local approaches being used to help achieve water security. <p>Vocab: Abstraction, Water transfer scheme, Irrigation, Embedded water, Water footprint, Water security, Rainwater harvesting, top down development, bottom up approach, self help scheme</p> <p>Main Assessments:</p> <ol style="list-style-type: none"> Issues with over abstraction extended piece of writing Past paper questions 	<p>Topic: Environmental Challenges</p> <p>Curriculum end point:</p> <ol style="list-style-type: none"> To understand the links between consumerism and impacts on the environment. To recognise the importance of global ecosystems and why they should be managed sustainably. <p>Vocab: Food miles, Ecological footprint, E-waste, Aquaculture, Monoculture, Consumerism, Management Zones</p> <p>Main Assessments:</p> <ol style="list-style-type: none"> Consumer impact on ecosystems assessment Past paper questions

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Summer 1	<p>Topic: Who is the ultimate global superpower?</p> <p>Curriculum end point:</p> <ol style="list-style-type: none"> To know who the 6 global superpowers are and why. To recognise the importance of global superpowers but also acknowledge their limitations <p>Vocab: Hard power, Soft Power Economy, Communism, Capitalism</p> <p>Main Assessments: Classroom questioning</p>	<p>Topic: Russia</p> <p>Curriculum end point:</p> <ol style="list-style-type: none"> To recognise the strengths and limitations of the geography of Russia. To understand the concept of conflict and how this applies to the war between Russia and the Ukraine <p>Vocab: Conflict, Superpower, Biomes, NATO, Military,</p> <p>Main Assessments: Classroom questioning</p>	<p>Topic: The Natural World – Distinctive landscapes</p> <p>Curriculum end point:</p> <ol style="list-style-type: none"> To understand complex landscapes To recognise the impacts humans, have on complex landscapes and how these can be managed. <p>Vocab: Geology, culture, land use, honeypot site, carrying capacity, diversity.</p> <p>Main Assessments:</p> <ol style="list-style-type: none"> Impacts of tourism on Honeypot sites extended piece of writing Classroom questioning 	<p>Topic: Development – Regional inequalities</p> <p>Curriculum end point:</p> <ol style="list-style-type: none"> To make links between changing economies and areas of growth and decline within countries. To know strategies put in place to reduce regional inequalities. <p>Vocab: North-south divide, informal sector, spiral of decline, Enterprise zones, HS2</p> <p>Main Assessments: 1. Regional inequalities exam questions</p>	<p>Topic: Revision</p> <p>Curriculum end point:</p> <ol style="list-style-type: none"> To feel confident in approaching the three GCSE Geography exam papers. <p>Vocab: Evaluate, Justify, Explain, Assess</p> <p>Main Assessments: Ongoing exam style questions marked throughout the term</p>

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Summer 2	<p>Topic: What are the impacts of tourism?</p> <p>Curriculum end point:</p> <p>1. To understand why tourism has grown and the impacts that this has had.</p> <p>2. To recognise the challenges tourism creates and show consideration of sustainable solutions.</p> <p>Vocab: Tourist, Honeypot site, International tourist, Ecotourism</p> <p>Main Assessments:</p> <p>1. Bourton on the Water fieldwork write up</p> <p>2. ILT- Holiday destination of your choice fact file.</p>	<p>Topic: What is the geography of Japan?</p> <p>Curriculum end point:</p> <p>1. To know how Japan's physical characteristics have influenced its human characteristics.</p> <p>2. To recognise how Japan has developed as a country.</p> <p>Vocab: Tradition, isolation, development, Archipelago</p> <p>Main Assessments:</p> <p>1. The challenges of living in Japan article</p>	<p>Topic: Topic: What are the processes associated with rivers?</p> <p>Curriculum end point:</p> <p>1. Understanding the importance of geographical processes in river landforms.</p> <p>2. To recognise the relationship between land use and how rivers respond.</p> <p>Vocab: Vertical erosion, lateral erosion, load, discharge, Attrition, Abrasion, Solution, Hydraulic Action, Plucking, Saltation, Solution, Suspension, Traction, long profile, cross profile</p> <p>Main Assessments:</p> <p>1. Rivers test</p> <p>2. Classroom questioning</p>	<p>Topic: Physical Geography fieldwork</p> <p>Curriculum end point:</p> <p>1.To utilise relevant fieldwork techniques in order to investigate an aspect of the physical environment.</p> <p>2. To analyse fieldwork data, evaluate methods and draw relevant conclusions.</p> <p>Vocab: Random sampling, systematic sampling, stratified sampling, hypothesis</p> <p>Main Assessments:</p> <p>2. Fieldwork write up</p> <p>3. Mock exam</p>	