

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic (s)	DIVERSE WORLD What is a Geographer?	GLOBAL WORLD How global are we?	THREATENED WORLD Where does everyone live?	DANGEROUS WORLD What is Weather and Climate?	WATER WORLD How do Rivers shape the land?	
Topic Objectives	<p>Name and locate the world’s continents and oceans.</p> <p>Identify the physical and human features of the UK</p> <p>Use maps, 4 & 6 figure grid references, direction, contours, scale and map symbols to locate places</p> <p>Complete a fieldwork investigation around the school and grounds. Present findings using appropriate graphical techniques, Analyse data. Draw simple conclusions and evaluate investigation.</p>	<p>Investigate globalisation, including the positives and negatives of it; sweatshop labour and the fashion industry.</p> <p>Trade and the role of TNCs</p>	<p>Exploring early settlements and why they were chosen.</p> <p>Investigating settlements of today in HICs and LICs, and the problems they face- traffic congestion and deindustrialisation.</p> <p>Looking our shopping habits changed</p> <p>Deciding what future settlements could look like</p>	<p>Develop an understanding of the difference between weather and climate.</p> <p>Investigating and explaining how the world has different biomes based on different climates</p> <p>Identifying and understanding the UK’s climate and investigating reasons why it may be becoming more extreme.</p> <p>Develop an understanding into key physical processes of weather: why it rains, what is a depression and anti-cyclones.</p> <p>Complete a fieldwork investigation around the school and grounds on microclimates. Present findings using graphical techniques. Analyse data. Draw simple conclusions and evaluate the investigation.</p>	<p>Name and locate the main rivers of the world.</p> <p>Investigating different landforms within a river’s course</p> <p>Using the understanding of river processes, identify the way these processes can create landforms on a river’s course.</p> <p>Evaluating river management strategies for a local case study</p>	

<p>Acquired Knowledge / Skills</p>	<p><u>Cartographic skills</u>; OS map skills & Atlas skills Collecting fieldwork Graphical skills; Data presentation <u>Statistical skills</u>; Data analysis and interpretation</p>	<p><u>Cartographic skills</u>; Atlas skills Numeracy Decision making</p>	<p>Decision making <u>Cartographic skills</u>: Map skills, Using photos <u>Graphical skills</u>: Interpreting Line graphs & choropleth maps Bar chart</p>	<p><u>Graphical skills</u>: Climate graphs Line Graph Cartographic Skills: Map skills, using choropleth graphs. Collecting fieldwork</p>	<p><u>Graphical Skills</u>: Hydrographs Drawing diagrams of key physical processes. Cartographic skills: Using an atlas OS Map skills Decision Making Exercise</p>
<p>Target Vocabulary</p>	<p>Physical geography Human geography OS (Ordnance Survey) Grid References Relief Contour Spot Height Layer Contouring</p>	<p>Globalisation Transnational Companies (TNCs) GDP Consumer Ethics Sweatshop Shanty town/ slum</p>	<p>Settlement Urban land use Urbanisation Deindustrialisation Traffic congestion Derelict Slum Sanitation Chain store Clone town</p>	<p>Weather Climate Biome Extreme Weather Air Mass Convection/ Frontal and Relief Rain Low/ high pressure Anti-Cyclone Depression Microclimate</p>	<p>River Upper/ Middle/ Lower Course Attrition Abrasion Hydraulic Action Solution Traction Suspension Saltation Deposition Soft River Management Hard River Management</p>
<p>Assessment</p>	<p>Mid unit test on Microsoft forms End of unit test in class</p>	<p>Mid unit test on Microsoft forms End of unit test in class</p>	<p>Mid unit test on Microsoft forms End of unit test in class</p>	<p>Mid unit test on Microsoft forms End of unit test in class</p>	<p>Mid unit test on Microsoft forms End of unit test in class</p>