



# Prince William School




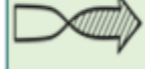



## Geography Curriculum Overview







### Why Teach Geography?

Geography is a wide ranging and engaging subject which engenders in students a curiosity and fascination about the world and its people. Students learn about diverse places, people, resources and natural and human environments and gain a deep understanding of the Earth's key physical and human processes from the local to the global scale, as well as how these are interdependence and interconnected over space and time. Students can engage with critical past, current and future issues that shape their world but can also be shaped by them with their engagement. These issues include climate change, international migration and trafficking, as well as human rights and geopolitics. Through this engagement they will become effective and reflective global citizens, who are well-informed, articulate and have high levels of numeracy, literacy and graphicacy skills to further facilitate their advocacy of the world and its needs.

### Disciplinary Big Ideas

 <b>Similarity and Difference</b>	Students will compare different lived experiences across time and place, processes in the physical and human world, and observed phenomenon to look for both commonalities and variance in lives.	 <b>Geographical Enquiry</b>	Students will learn to question the world around them. This will be through the basic questions such as 'who, what, where, and when', moving on to 'why' and 'to what extent'. Students will carry out their own enquiries of places and features using a scientific approach where they will measure, record, present, conclude and evaluate data sources through the lens of contextual knowledge and understanding.	 <b>Significance and Importance</b>	Students will develop their evaluation of data sources either created by themselves through primary data collection, or those provided through secondary sources. As students' progress they will become increasingly critical of these data sources and the amount they contribute to geographical understanding
 <b>Continuity and Change</b>	Students will develop their understanding that both development/growth and regression/decline are possible in the past and present and the reasons for this are multifaceted. As students' progress through their study of Geography they will come to understand that there are underlying continuities and models which in part explain the patterns seen such as Kondratieff cycles and Rostow model.	 <b>Resources and Interpretation</b>	Students will be exposed to a variety of resources such as census data, graphical representations, statistical information and maps, GIS and other cartographical data, (formal data), cartoons, photographs, diaries, art and films (informal data). Students will need to interrogate these for their reliability and validity, as well as developing their skills of analysis of these sources through use of contextual knowledge. As students' progress through the school, they will increasing learn to create their own sources of data, moving from graphical to more cartographical and statistical.	 <b>Causes, Consequences and Responses</b>	Students will understand that events are caused by and have impacts in a variety of areas- social, political, economic (human) and environmental (physical). Also, that events can have long term and short-term causes, impacts and responses. As students' progress through their study of Geography they will come to understand the greater complexities of geographical events, impacts and responses.
		 <b>Geographical Understanding</b>	Students will develop a big picture of the world at a variety of scales from local to global, and how processes in the physical and human world interconnect in every way.		

### Substantive Big Ideas

	<b>Locational Knowledge</b>	Developing contextual knowledge of the location of globally significant places
	<b>Place Knowledge</b>	Understanding geographic similarities and differences through the study of human and physical geography
	<b>Human and Physical Geography</b>	Studies of human areas such as population, resources, settlement, economy and trade; and physical processes such as geomorphology, glaciation, hydrology and climatology
	<b>Skills and Fieldwork</b>	Geographical enquiry and the application of skills in observing, collecting, analysing, evaluating, concluding and communicating geographical information

### Learning for Life and Careers

<b>Employability Skills</b>	Literacy, numeracy/ICT, research, analysis, creativity, leadership, organisation, resilience, initiative, communication, debating, evaluation, justification, presentation skills, teamwork, negotiation.
<b>Linking the Curriculum to Careers</b>	This is done implicitly through the skills taught but also students are made aware in lesson and when a particular topic or skill links to a career option for example when we are using GIS we talk about its implications in careers such as the military, town planning, weather forecasting etc.
<b>Encounters with Employers</b>	We forge links with the community to support the curriculum and have had outside speakers in to speak about charity work, police work in our crime unit, and most recently had surveyors and consultants in to ask our students their opinions on the new development opposite school and to explain about their job roles.
<b>Examples of Qualification Pathways</b>	Geography careers are as varied as the subject itself and can feed into areas such environment and development, society and settlement, business, leisure and culture, or jobs related to the many specific and transferable skills studying geography bestows upon you.

Geographic Skills	Environment and Development	Society and Settlement	Business, Leisure and Culture
Cartographer, climate change analyst, climatologist, emergency management specialist, geospatial analyst, GIS specialist, hydrologist, location analyst, meteorologist, pollution analyst, remote sensing analyst, surveyor.	Charity worker, diplomat, environmental education officer, humanitarian programme manager, landscape architect, nature conservation officer, waste management and recycling officer, water/soil etc quality scientist.	Environmental consultant, estate agent, human resources manager, teacher or lecturer, town planner, urban designer, transport logistics manager, transport planner	Exhibition or event organiser/designer, expedition/outward bound leader, lawyer, tour guide/travel rep/TV researcher/presenter
Transferable skills within geography open many doors in business, police, military, industry and communications industries, amongst many more.			



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## Geography Curriculum Map – Topics by Term



	Locational Knowledge	Place Knowledge	Human and Physical Geography				Skills and Fieldwork		
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12 * These may shift slightly depending on the weighting on teacher 1 to teacher 2 ie 2:3 or 3:2	Year 13		
Autumn 1	<b>Our Planet</b> <b>KQ: What do we know about Earth?</b> <ul style="list-style-type: none"> <li>Atlas Skills</li> <li>Our Physical Earth</li> <li>Our Human Earth</li> <li>Latitude and Longitude</li> </ul>	<b>Globalisation</b> <b>KQ: What is globalisation and how does it impact people and place?</b> <ul style="list-style-type: none"> <li>Trade-connecting the world</li> <li>Factory location</li> <li>Nike</li> <li>Sweatshops and child labour</li> <li>Global impacts of TNCs</li> <li>Trade vs fair trade</li> </ul>	<b>Hazards</b> <b>KQ: How hazardous are geomorphic events?</b> <ul style="list-style-type: none"> <li>Introduction of geomorphic hazards including plate tectonics</li> <li>Volcanoes</li> <li>Earthquakes</li> <li>Tsunamis</li> </ul>	<b>People of the UK</b> <ul style="list-style-type: none"> <li>Trade</li> <li>Diversity</li> <li>Unequal development</li> <li>Decline and growth</li> <li>Regeneration</li> </ul>	<b>Ecosystems of the World</b> <ul style="list-style-type: none"> <li>What is an ecosystem?</li> <li>Climate, location and animal and plant adaptations for various biomes</li> </ul>	<b>Coasts</b> <ul style="list-style-type: none"> <li>The coastal system- inputs, outputs, flows and stores</li> <li>Coastal landforms linked to high energy coastlines</li> <li>Coastal landforms</li> </ul>	<b>Changing Spaces, Making Places</b> <ul style="list-style-type: none"> <li>What is place?</li> <li>How do we understand and interpret place?</li> </ul>	<b>Global Migration</b> <ul style="list-style-type: none"> <li>Migration policies</li> <li>Bilateral corridors</li> <li>Migration as a driver of interdependence</li> <li>Impacts, opportunities and challenges</li> </ul> <b>Hazardous Earth</b> <ul style="list-style-type: none"> <li>Continental drift</li> <li>Plate tectonic theory and evidence to support it</li> </ul> <b>NEA</b> <ul style="list-style-type: none"> <li>Check in lessons for NEA- progress towards completion, not content</li> </ul>	<b>Disease Dilemmas</b> <ul style="list-style-type: none"> <li>Global patterns of disease</li> <li>Subsets of disease</li> <li>Physical and human factors contributing to spread of disease</li> <li>Disease diffusion and spread, including Hagerstrand model</li> </ul>
Autumn 2	<b>Our Planet continued</b> <ul style="list-style-type: none"> <li>Exploring Our Planet</li> </ul> <b>Rivers</b> <b>KQ: How do physical processes and human activities change rivers?</b> <ul style="list-style-type: none"> <li>The Water Cycle</li> <li>Rain Makes Rivers</li> <li>Rivers of the World</li> <li>Course of a River</li> </ul>	<b>Development</b> <b>KQ: How do we know if a place is developed?</b> <ul style="list-style-type: none"> <li>Rich world, poor world- mapping development</li> <li>What makes countries rich or poor?</li> <li>Are all poor people in poor countries poor, and all people in rich countries rich?</li> <li>Focus on countries</li> </ul>	<b>Hazards</b> <b>KQ: How hazardous atmospheric events?</b> <ul style="list-style-type: none"> <li>Introduction of atmospheric hazards</li> <li>Hurricanes/tropical storms</li> <li>Tornadoes</li> <li>Wildfires</li> <li>Droughts</li> </ul>	<b>People of the UK</b> <ul style="list-style-type: none"> <li>Population structure</li> <li>Ageing population</li> <li>Migration</li> <li>Urban challenges and management</li> <li>Sub, counter, re and urbanisation</li> </ul>	<b>Ecosystems of the World</b> <ul style="list-style-type: none"> <li>Nutrient cycling, threats, value and management of endangered biomes</li> </ul>	<b>Coasts</b> <ul style="list-style-type: none"> <li>Coastal landscape evolution over time due to physical processes</li> <li>Coastal landscape change due to human activity and management</li> </ul> Exam practice skills	<b>Changing Spaces, Making Places</b> <ul style="list-style-type: none"> <li>Economic changes that lead to patterns of social inequality in and across places</li> <li>How players can try to reduce social inequality in place</li> </ul>	<b>Hazardous Earth</b> <ul style="list-style-type: none"> <li>Paleomagnetism and seafloor spreading</li> <li>Plate boundaries</li> <li>Features and processes associated with each plate boundary</li> <li>Hotspots and supervolcanoes</li> <li>NEA</li> <li>Check in lessons for NEA- progress towards completion, not content</li> </ul>	<b>Disease Dilemmas</b> <ul style="list-style-type: none"> <li>Zoonotic disease</li> <li>Pandemic</li> <li>Impact of natural disasters on the spread of disease</li> <li>Dealing with a communicable disease</li> <li>Dealing with a non-communicable disease</li> </ul>
Spring 1	<b>Rivers</b> <ul style="list-style-type: none"> <li>How Do Rivers Shape the Land?</li> <li>Upper Course River Features</li> <li>Lower and Middle Course River Features</li> <li>The Good and Bad of Rivers</li> <li>River Management</li> </ul>	<b>Russia</b> <b>KQ: What challenges and opportunities are there in Russia?</b> <ul style="list-style-type: none"> <li>Location of Russia</li> <li>Physical Russia- rivers, mountains</li> <li>Human Russia- rural, urban and population</li> </ul>	<b>Crime</b> <b>How useful is geography in preventing and fighting crime?</b> <ul style="list-style-type: none"> <li>Types of crime and their distribution</li> <li>Mapping crime and GIS for investigation, Designing out crime, International crime- drugs and trafficking</li> </ul>	<b>Physical Landscapes of the UK</b> <ul style="list-style-type: none"> <li>Upland, lowland and glaciated environments- their distribution, characteristics and uses</li> <li>Geomorphic processes</li> <li>River systems and landform development</li> </ul>	<b>People of the Planet</b> <ul style="list-style-type: none"> <li>Ethiopia; physical and human causes of uneven development</li> <li>Rapid urbanisation</li> <li>Mega, world and millionaire cities</li> <li>EDC and LIDC cities; their problems and solutions- Rosario and Lagos</li> </ul>	<b>Human Rights</b> <ul style="list-style-type: none"> <li>Human rights norms, intervention and geopolitics</li> <li>Factors influencing the spatial patterns of human rights abuses</li> </ul>	<b>Changing Spaces, Making Places</b> <ul style="list-style-type: none"> <li>Place creation and recreation, reimagining, rebranding, regenerating</li> <li>Players involved in creating place</li> </ul>	<b>Hazardous Earth</b> <ul style="list-style-type: none"> <li>Volcanic types and their distinct characteristics</li> <li>Mock exams and feedback</li> <li>Volcanic hazards</li> <li>Causes, impacts and responses to specific volcanic events</li> <li>Seismic types and their distinct characteristics</li> <li>Seismic hazards</li> </ul>	<b>Disease Dilemmas</b> <ul style="list-style-type: none"> <li>Mitigation (and eradication?) of disease at multiple scales</li> <li>Grass root responses</li> <li>Medicinal plants and biopiracy</li> </ul> <b>Human Rights</b> To revisit words from Year 12



# Prince William School Geography Curriculum Map – Topics by Term Continued



	Locational Knowledge		Place Knowledge		Human and Physical Geography			Skills and Fieldwork		
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12		Year 13		
Spring 2	<p><b>Africa</b> <i>KQ: What makes this continent unique?</i></p> <ul style="list-style-type: none"> <li>Introduction and history</li> <li>Africa's physical landscape</li> <li>Africa's population</li> </ul>	<p><b>Russia</b></p> <ul style="list-style-type: none"> <li>Environmental Russia- biomes, focusing on Yakutsk</li> <li>Cultural Russia Russia today</li> </ul>	<p><b>India</b> <i>KQ: What evidence is there to suggest India should move from an EDC to an AC in the next decade?</i></p> <ul style="list-style-type: none"> <li>Location of India</li> <li>Physical India- topography, rivers, monsoon climate</li> <li>Human India- diversity and culture, urbanisation and population</li> </ul>	<p><b>Physical Landscapes of the UK</b></p> <ul style="list-style-type: none"> <li>How geomorphic processes and human activities impact the river Wye to create its unique character</li> <li>Coastal systems and landform development How geomorphic processes and human activities impact to create the unique characteristics found on the North Norfolk coastline</li> </ul>	<p><b>Environmental Threats to Our Planet</b></p> <ul style="list-style-type: none"> <li>Extreme world climate</li> <li>Global circulatory system</li> <li>Tropical storms</li> <li>El Nino- Australia</li> <li>Drought- Brazil</li> </ul>	<p><b>Human Rights</b></p> <ul style="list-style-type: none"> <li>Variation in women's rights</li> <li>Strategies for global governance of human rights, co-operation and impact</li> <li>Human rights interventions impact on development of place</li> </ul>	<p><b>Earth's Life Support Systems</b></p> <ul style="list-style-type: none"> <li>The importance of carbon and water to life on Earth</li> <li>Water and carbon cycles and as closed and open systems</li> </ul>		<p><b>Global Migration revisit</b></p> <ul style="list-style-type: none"> <li>Revisit of migration, especially case studies</li> </ul> <p><b>Hazardous Earth</b></p> <ul style="list-style-type: none"> <li>Causes, impacts and responses to specific seismic events</li> <li>Susceptibility, risk exposure and resilience</li> <li>Disaster response curve and Park Model</li> </ul>	<p><b>Human Rights</b> To revisit words from Year 12</p> <p><b>Exam Skills</b> Synopticity for disease and hazards 33 markers</p>
Summer 1	<p><b>Africa</b></p> <ul style="list-style-type: none"> <li>Africa's biomes</li> <li>Race across Africa</li> </ul> <p><i>KQ: What is life like in the Horn of Africa?</i></p> <ul style="list-style-type: none"> <li>Location of the Horn of Africa?</li> <li>Its physical environment</li> <li>Lives in the Horn of Africa</li> </ul>	<p><b>China</b></p> <p><i>KQ: Can China rival USA as the global superpower?</i></p> <ul style="list-style-type: none"> <li>Location of China</li> <li>Physical China- rivers, mountains</li> <li>Human China- rural, urban and population, including anti and pro-natalist policy</li> </ul>	<p><b>India</b></p> <ul style="list-style-type: none"> <li>Dharavi- hope or despair?</li> <li>Globalisation, outsourcing and Bangalore</li> <li>What is India's place in the world</li> </ul>	<p><b>UK Environmental Challenges</b></p> <ul style="list-style-type: none"> <li>Airmasses, climate and extreme weather</li> <li>Farming and fishing</li> <li>Windfarms and fracking</li> </ul>	<p><b>Environmental Threats to Our Planet</b></p> <ul style="list-style-type: none"> <li>Causes, and consequences of climate change</li> <li>Sea level rise and its impacts on communities- Tuvalu</li> <li>Revision</li> </ul>	<p><b>Global Migration</b></p> <ul style="list-style-type: none"> <li>The contemporary patterns of global migration</li> <li>Reasons for the increasing complexity of migration patterns</li> </ul>	<p><b>Earth's Life Support Systems</b></p> <ul style="list-style-type: none"> <li>How do the water and carbon cycles operate in the TRF, and how do humans modify them?</li> <li>How do the water and carbon cycles operate in the arctic tundra, and how do humans modify them?</li> <li>Changes in the water and carbon cycles over various time periods</li> </ul>		<p><b>Revision</b></p>	<p><b>Revision</b></p>
Summer 2	<p><b>Africa</b></p> <p><i>KQ: What is life like in the Horn of Africa?</i></p> <ul style="list-style-type: none"> <li>Location of the Horn of Africa?</li> <li>Its physical environment</li> <li>Lives in the Horn of Africa</li> </ul> <p><b>Coasts</b> <i>KQ: Why are coasts important zones?</i></p> <ul style="list-style-type: none"> <li>Coasts- the physical frontier</li> <li>Coasts- the human frontier</li> <li>Coastal map skills 'trip'</li> </ul>	<p><b>China</b></p> <ul style="list-style-type: none"> <li>Industrial China</li> <li>Environmental impact of industrial China- pollution and energy use</li> <li>China's place in the world</li> <li>China vs USA- who is the largest global superpower?</li> </ul>	<p><b>Skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>Human and physical fieldwork</li> <li>How do I collect data?</li> <li>How do I represent data?</li> <li>How do I conclude data?</li> <li>How do I evaluate my investigation?</li> </ul>	<p><b>UK Environmental Challenges</b></p> <ul style="list-style-type: none"> <li>Energy sources in the UK</li> <li>Changing energy needs and management at national and local scale</li> </ul> <p><i>Hunstanton fieldtrip and write up will take place during this term</i></p>		<p><b>Skills, fieldwork and exams</b></p> <ul style="list-style-type: none"> <li>Revision of key areas from the year</li> <li>Exams and feedback</li> <li>Preparation for fieldwork day and teaching of human and physical fieldwork skills</li> <li>Focus on skills, fieldwork and NEA preparation</li> </ul>	<p><b>Earth's Life Support Systems</b></p> <ul style="list-style-type: none"> <li>The extent to which the water and carbon cycles are linked</li> <li>Management of the water and carbon cycles</li> </ul>			



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## Geography Curriculum Map – Substantive Knowledge (1)



<b>Locational Knowledge</b>	<b>Place Knowledge</b>	<b>Human and Physical Geography</b>	<b>Skills and Fieldwork</b>
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Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
<p><b>Our Planet</b></p> <ul style="list-style-type: none"> <li>To locate and label oceans, continents, lines of latitude and longitude.</li> </ul> <p><b>My Place</b></p> <ul style="list-style-type: none"> <li>To locate place in its wider context of county, region and country.</li> </ul> <p><b>Rivers</b></p> <ul style="list-style-type: none"> <li>To locate, theoretically, the parts of a river from source to mouth in a given drainage basin.</li> </ul> <p><b>Africa</b></p> <ul style="list-style-type: none"> <li>To locate and label all African countries.</li> <li>To describe Africa's location in relation to other continents and oceans, as well as lines of latitude and longitude.</li> </ul> <p><b>Coasts</b></p> <ul style="list-style-type: none"> <li>To locate British seaside destinations.</li> </ul>	<p><b>Globalisation</b></p> <ul style="list-style-type: none"> <li>To locate the spread of TNCs, such as Nike, across the world and draw out patterns based on AC/LIDC.</li> <li>To describe the distribution of TNC operations around the world.</li> <li>To discuss the trade routes of some commodities.</li> </ul> <p><b>Development</b></p> <ul style="list-style-type: none"> <li>To map divisions of the world's economies/countries into AC, EDC and LIDC.</li> <li>To be able to describe the patterns in location of the above and offer contextual reasons why.</li> </ul> <p><b>Russia</b></p> <ul style="list-style-type: none"> <li>To locate Russia in relation to its continents, neighbours (land and sea) and latitude, longitude and time zones.</li> <li>To locate Russia's provinces and main physical features such as rivers and mountain ranges.</li> </ul> <p><b>China</b></p> <ul style="list-style-type: none"> <li>To locate China in relation to its continent, neighbours (land and sea) and latitude, longitude and time zones.</li> <li>To locate China's provinces and main physical features such as rivers and mountain ranges.</li> <li>To locate its disputed territories.</li> </ul>	<p><b>Hazards- geomorphic</b></p> <ul style="list-style-type: none"> <li>To describe the distribution of earthquakes and volcanoes globally, with acknowledgement of the Pacific Ring of Fire.</li> <li>To describe the distribution of earthquakes and volcanoes in relation to type of plate boundary.</li> </ul> <p><b>Hazards- atmospheric</b></p> <ul style="list-style-type: none"> <li>To describe the distribution of atmospheric hazards, such as hurricanes, with the acknowledgment of the importance of their distribution around the Equator.</li> <li>To use a map to differentiate whether certain hazards are more likely to be predominantly land-based or sea-based.</li> </ul> <p><b>Crime</b></p> <ul style="list-style-type: none"> <li>To use a map to describe the preferred route for trafficking of drugs and people from Asia, through the Middle East, to Europe and beyond, and explain the route, acknowledging physical and human barriers.</li> <li>To be able to explain the role of GIS in fighting crime.</li> <li>To use GIS information to engage with crime statistics.</li> </ul> <p><b>India</b></p> <ul style="list-style-type: none"> <li>To locate India in relation to its continent, neighbours (land and sea) and latitude, longitude and time zones.</li> <li>To locate India's provinces and main physical features such as rivers and mountain ranges. <ul style="list-style-type: none"> <li>To locate its historic disputed territories.</li> </ul> </li> <li>To locate its capital city and main cities such as Bangalore and Mumbai.</li> </ul>	<p><b>People of the UK</b></p> <ul style="list-style-type: none"> <li>To describe the distribution of the UK's main import and export partners</li> <li>To compare the 'North' of the UK, to the 'South'.</li> </ul> <p><b>Physical Landscapes of the UK</b></p> <ul style="list-style-type: none"> <li>To map the extent of Holocene glaciation.</li> <li>To map and describe the location of upland and lowland areas in the UK.</li> <li>To identify the Tees Exe Line and explain various physical factors in relation to it.</li> <li>To describe the distribution of geology types across the UK.</li> <li>To locate case study locations of the River Wye and North Norfolk on a map and be able to find key locational points along the channel/coastline.</li> </ul> <p><b>UK Environmental Challenges</b></p> <ul style="list-style-type: none"> <li>To locate source areas of airmasses impacting the UK and name them appropriately, giving their directional approach.</li> <li>To use maps to locate places with particularly severe weather events such as extreme heat in Cambridge, storm events tracking through the West Country.</li> <li>To locate Somerset and describe the unique topographic setting that makes it prone to flood events.</li> <li>To compare maps to see the disparity between where surplus precipitation occurs against where increased demand is, in the UK.</li> <li>To refer to maps to locate particular sites of energy generation such as Hinckley Point, Sillioth and Hacheston and discuss reasons why these location may have been chosen over other sites.</li> </ul>	<p><b>Ecosystems of the Planet</b></p> <ul style="list-style-type: none"> <li>To map the main climatic zones/biomes around the world</li> <li>To describe these biomes in relation to lines of latitude and the continents on which they occur, or are offshore of.</li> <li>To identify a particular biome from a map by recognising its location, rather than being reliant on a label.</li> <li>To particularly locate the Peruvian rainforest within South America and the Andros Barrier Reef within Central America.</li> </ul> <p><b>People of the Planet</b></p> <ul style="list-style-type: none"> <li>To describe the distribution of categories like wealth and quality of life based on choropleth maps showing this data globally.</li> <li>To be able to describe the location of the worlds ACs, EDCs and LIDCs using reference points such as lines of latitude and continents.</li> <li>To be able to describe the location of Ethiopia, within Africa and within the Horn of Africa.</li> <li>To understand and apply the term landlocked to describe Ethiopia's location.</li> <li>To be able to describe the distribution of trading partners including imports and exports.</li> <li>To use maps to describe the distribution of megacities, millionaire cities and world cities in relation to ACs, EDCs, LIDCs and continents.</li> <li>To be able to locate Makoko within Lagos, and then at a national and continental level.</li> <li>To locate Rosario within its national and continental context.</li> </ul> <p><b>Environmental Threats to the Planet</b></p> <ul style="list-style-type: none"> <li>To interpret maps over time to chart global temperature change.</li> <li>To locate the island of Tuvalu and describe its location in relation to those countries it shares a sea border with.</li> <li>To map extreme weather events across the world and use other known data such as latitude and altitude to contextualise and explain why the distribution shown has occurred.</li> <li>To broadly map the world into those places under the influence of the Hadley, Ferrel or Polar cells.</li> <li>To annotate a world map to show the location of the main areas of high and low pressure, wind directions and ocean currents.</li> <li>To locate tropical storm tracks globally with reference to latitude, ocean/land base and direction of travel.</li> <li>To locate areas experiencing drought globally with reference to latitude, ocean/land base and direction of travel.</li> <li>To map changes in sea temperature across oceans leading to distinct weather phenomenon such as ENSO.</li> </ul>	<p><b>Changing Spaces Making Places</b></p> <ul style="list-style-type: none"> <li>To map and understand maps showing distribution of IMD and the reasons for distribution north to south and rural to urban.</li> <li>To know places can be mapped using locational data like post code, GPS or latitude and longitude.</li> </ul> <p><b>Coasts</b></p> <ul style="list-style-type: none"> <li>To use maps to identify landforms of erosion, such as between Flamborough Head and Saltburn and deposition features such as the Nile delta and parallel and crescentic bars of the coast of Egypt.</li> <li>To locate sediment cells around the UK coast.</li> <li>To locate ocean currents around the world and label then according to their ocean and whether they are hot or cold.</li> </ul> <p><b>Carbon and Water Cycle</b></p> <ul style="list-style-type: none"> <li>To locate the arctic tundra and rainforest zones around the world.</li> </ul> <p><b>Migration</b></p> <ul style="list-style-type: none"> <li>To map migration corridors, north to south and south to south.</li> <li>To locate places with pro-migration policies like Pakistan.</li> </ul>	<p><b>Hazardous Earth</b></p> <ul style="list-style-type: none"> <li>To be able to map significant zones of hazards worldwide, such as the Pacific Ring of Fire and distinguish between the location of different boundary types.</li> </ul> <p><b>Disease Dilemmas</b></p> <ul style="list-style-type: none"> <li>To use maps to identify areas where zoonotic diseases are prevalent due to the climatic conditions.</li> <li>To map the prevalence of NCD around the world.</li> </ul> <p><b>Human Rights</b></p> <ul style="list-style-type: none"> <li>To use maps to identify areas with good or poor human rights records.</li> <li>To understand how GIS can be used to monitor human rights, such as remote sensing in war zones.</li> </ul> <p><b>NEA</b></p> <ul style="list-style-type: none"> <li>Individual uses of maps to locate coursework area.</li> <li>Use of a range of different map types, OS, GIS etc to present data.</li> <li>To describe the relevance of particular locations for the fieldwork under investigation.</li> </ul>



# Prince William School

## Geography Curriculum Map – Substantive Knowledge (2)



### Locational Knowledge



### Place Knowledge



### Human and Physical Geography



### Skills and Fieldwork

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
<p><b>Our Planet</b></p> <ul style="list-style-type: none"> <li>Retrieve place knowledge introduced at primary level to achieve embedding, such as continents and oceans.</li> <li>Organise countries into their correct continent.</li> <li>Use clues from photos together with their knowledge to make appropriate place-based decision about where a photo may have been taken, through knowledge of place specific detail like expected climate, level of urbanisation, vegetation etc.</li> <li>Develop place knowledge on specific scaled examples of human or physically significant places such as Wonders of the World including places like Victorian Falls and Petra in Jordan.</li> </ul> <p><b>My Place</b></p> <ul style="list-style-type: none"> <li>Name, describe and compare familiar places at the very local level (street) through to the small scale (their town).</li> <li>Compare the physical and human aspects of their place compared to the place that they attend school.</li> <li>Look at how their place has changed over time by looking at historic maps and photos and through this to develop a sense of place.</li> </ul> <p><b>Rivers</b></p> <ul style="list-style-type: none"> <li>Understand what a drainage basin looks like in the context of a given place- the river Thames and to understand this basin in relation to urban areas and physical characteristics.</li> <li>Be able to understand and describe the causes, impacts and responses to flooding in Carlisle.</li> </ul> <p><b>Africa</b></p> <ul style="list-style-type: none"> <li>Provide evidence for diversity across Africa- recognising that it is a continent that is home to multiple biomes, physical, cultural and demographic differences.</li> <li>Focus on the area of the Horn of Africa to recognise the differences between lives there and within the UK.</li> <li>Describe contrasting places within Africa such as cities compared to rural areas and develop a better understanding of sense of place in relation to these contrasts.</li> <li>Through planning a Race Across Africa- develop individual but detailed place knowledge about at least 3 different places across the continent.</li> </ul> <p><b>Coasts</b></p> <ul style="list-style-type: none"> <li>Build knowledge a particular coastal place- Newquay as a tourism destination and consider what physical and human aspects make it unique and a desirable place to visit.</li> <li>Understand that the coast is a place of leisure, work, habitation, industry and that these demands might conflict in specific locations.</li> </ul>	<p><b>Globalisation</b></p> <ul style="list-style-type: none"> <li>Understand characteristics of predominantly importing and exporting countries especially in reference to the manufacturing sector.</li> <li>Understand conditions present in many EDC and LIDC factories and be able to give an opinion on whether living and working in such a place is necessary to facilitate development.</li> <li>Evaluate place specific factors and come to a decision as to where a factory should locate to maximise profit and increase efficiency.</li> </ul> <p><b>Development</b></p> <ul style="list-style-type: none"> <li>Compare the lives of people in ACs compared to LIDCs.</li> <li>Be able to recognise that not all people in LIDCs are poor, and not all people in ACs are rich by providing specific place examples from Botswana and UK.</li> <li>Use development indicators to judge whether a place is objectively developed or not.</li> </ul> <p><b>Russia</b></p> <ul style="list-style-type: none"> <li>Understand the scale of Russia as a place and the amount of time zones it covers, as well as continents and lines of longitude and latitude.</li> <li>Appreciate Russia's history and the forming and reforming of place through things like the making and break up of the Soviet Union.</li> <li>Appreciate the differences between places in the west of Russia, like Moscow and those in the Siberian region of the east, such as Yakutsk.</li> <li>Understand some of the reasons why the west of Russia contains more of the cities, farmland and population compared to the east and through this be able to get an impression of the variety of place.</li> </ul> <p><b>China</b></p> <ul style="list-style-type: none"> <li>Describe China's significance in Asia, the world and as an EDC/aspiring super-power.</li> <li>Explain why the coastal south east of China is more developed than the rural areas and those more to the north.</li> <li>Look in detail at the place of Chongqing and understand what life is like for the people that live there.</li> <li>Empathise with the loss of place for those communities whose homes and villages were destroyed by the construction of the Three Gorges Dam.</li> </ul>	<p><b>Hazards- geomorphic</b></p> <ul style="list-style-type: none"> <li>Understand how different places have a variety of factors (S,E,E,P) that make them more or less susceptible to geomorphic events, focussing in on particular examples such as Haiti, Monserrat and the Indian Ocean area.</li> <li>Consider how the events above are impacting by their place in the developing world and contrasting with examples from more developed places such as Japan.</li> </ul> <p><b>Hazards- atmospheric</b></p> <ul style="list-style-type: none"> <li>Understand how different places have a variety of factors (S,E,E,P) that make them more or less susceptible to atmospheric events, focussing in on particular examples such as Irrawaddy delta, Haiyan, Sub Saharan Africa, mainland Europe and USA.</li> <li>Consider how the events above are impacting by their place in the world and how this impacts their vulnerability and sense of security of place.</li> </ul> <p><b>Crime</b></p> <ul style="list-style-type: none"> <li>Understand contextual factors of places which make crimes more or less likely to occur.</li> <li>Recognise that some places are more likely to experience some crimes and other places will have a different crime place profiles based on a range of factors- we will mainly consider rural to urban in the UK and look at the case of Afghanistan for our international example.</li> </ul> <p><b>India</b></p> <ul style="list-style-type: none"> <li>Recognise the differences in place identity between different parts of India through taking a regional approach.</li> <li>Show empathy and explore why slum areas such as Dharavi, Mumbai can be considered a place of hope and a place of despair at the same time.</li> <li>Outline the causes that have contributed to India being a place of rapid growth in terms of economy and population.</li> </ul> <p><b>Skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>Embed skills through the exploration of a local place example- Oundle.</li> </ul>	<p><b>People of the UK</b></p> <ul style="list-style-type: none"> <li>Draw distinctions between the characteristics of the 'north' and 'south' of England in terms of population characteristics and economic development.</li> <li>Chart the decline and growth of a names industrial area- Salford Quays and evaluate the success of regeneration efforts across social, economic and environmental criteria.</li> <li>Explain Leeds place in context to its local, regional, national and international setting.</li> <li>Identify challenges faced in Leeds due to growth of population.</li> <li>Recall and evaluate attempts to manage challenges in Leeds.</li> </ul> <p><b>Physical Landscapes of the UK</b></p> <ul style="list-style-type: none"> <li>Draw distinctions between the characteristics of upland (South, Wales and North West England), lowland (South East England) and glaciated areas (largely coinciding with upland areas) in relation to geology, soil type, climate and human activity.</li> <li>Contextualise the river Wye in terms of its long profile and look in detail at landforms placed along it, such as the waterfall/rapids at Rhyader.</li> <li>Weigh up the relative influence of geomorphic processes and human activities, including management in the river Wye's drainage basin</li> <li>Contextualise the North Norfolk coast in particular its landforms and places they occur, such as dunes at Holkham or cliff retreat at Hunstanton.</li> <li>Weigh up the relative influence of geomorphic processes and human activities along the North Norfolk coast, including management in particular locations and across the area covered by the Shore Management Plan.</li> </ul> <p><b>UK Environmental Challenges</b></p> <ul style="list-style-type: none"> <li>Investigate the different air masses that impact the weather in the UK.</li> <li>Create mini case studies of places 3 of these air masses impacted, such as the East of England for the Beast from the East.</li> <li>Evaluate the causes, impacts and responses to an extreme weather event in the context of the Somerset Levels.</li> <li>Offer examples of places using renewable energy and the advantages and disadvantages to those communities such as Silloth and Hoathley Heath, as well as the wider benefits and drawbacks to the UK of projects such as nuclear power at Hinkley Point and fracking sites.</li> </ul>	<p><b>Ecosystems of the World</b></p> <ul style="list-style-type: none"> <li>Understand the symmetry of biomes around the Equator and explore the reasons for this, as well as look at anomalies to it, such as the lack of tundra environments within the Southern Hemisphere.</li> <li>Be able to describe the interactions between various abiotic and biotic components in individual places.</li> <li>Explore the values, threats and management in particular places of the Peruvian Rainforest and Andros Barrier Reef.</li> </ul> <p><b>People of the Planet</b></p> <ul style="list-style-type: none"> <li>Understand how social, economic, Political and environmental factors coincide to create experience of place.</li> <li>Describe how aid projects, especially at the local level, influence place.</li> <li>Understand Ethiopia in relation to its physical setting, history and development and how this place is progressing through the Rostow model.</li> <li>Explain reasons for rapid urbanisation, especially in EDCs and LIDCs such as Lagos and the conditions caused as a result of this movement.</li> <li>Understand why the places that world cities and megacities develop has changed.</li> <li>Look at an EDC place, such as Rosario in Argentina to understand challenges faced and sustainable solutions.</li> <li>Contextualise Rosario and Ethiopia into their global position.</li> </ul> <p><b>Environmental Threats to the Planet</b></p> <ul style="list-style-type: none"> <li>Explain how certain places experience the climate conditions needed for particular events such as droughts in Brazil and Australia.</li> <li>Empathise with the plight of nations like Tuvalu where climate change is making their island uninhabitable.</li> </ul>	<p><b>Changing Spaces Making Places</b></p> <ul style="list-style-type: none"> <li>Explain how flows of ideas, people and goods impact the experience of place, in particular the places of Toxteth, Liverpool and Lymington, Devon.</li> <li>Account for how physical and human characteristics alter the profile of place in the examples above.</li> <li>Investigate space and place as fluid concepts and look at the overlap between the two.</li> <li>Evaluate the relative success of different regeneration attempts across Birmingham and Barcelona.</li> <li>Explore social inequality in places such as California and Jembatan, Indonesia, as well as between these locations.</li> </ul> <p><b>Coasts</b></p> <ul style="list-style-type: none"> <li>Identify characteristics of, and processes within, high energy coastal environments such as Flamborough Head to Saltburn on the east coast of the UK.</li> <li>Identify characteristics of, and processes within, low energy coastal environments such as the Nile delta in Egypt.</li> <li>Evaluate the impact of human activities such as sand mining in New Zealand, or beach management in Sandbanks, Dorset.</li> </ul> <p><b>Carbon and Water Cycle</b></p> <ul style="list-style-type: none"> <li>Explain how the carbon and water cycles operate differently in the Amazon rainforest. compared to the arctic tundra.</li> <li>Be able to give examples of local management projects such as those restoring wetlands in Somerset or tree planting in China compared to more global strategies such as those adopted at the Paris Climate Conference or annual CoP meetings.</li> </ul> <p><b>Migration</b></p> <ul style="list-style-type: none"> <li>Acknowledge and explain the increasing prevalence of south south corridors, such as those that exist between Burkina Faso and Ivory Coast or Myanmar and Thailand.</li> <li>Look at how emigration policies work in place like Pakistan.</li> <li>Look at how immigration policies work in places like Canada.</li> <li>Understand flows and the impacts around the Americas, particularly looking at Brazil and the USA and contrast this with Laos, Asia.</li> </ul>	<p><b>Hazardous Earth</b></p> <ul style="list-style-type: none"> <li>Explain and account for the differences in the causes, impacts and responses/mitigation to volcanic events in ACs such as Etna, Italy compared to LIDCs such as Monserrat, Caribbean.</li> <li>Explain and account for the differences in the causes, impacts and responses/mitigation to seismic events in ACs such as Japan compared to LIDCs such as Haiti.</li> </ul> <p><b>Disease Dilemmas</b></p> <ul style="list-style-type: none"> <li>Describe the physical and human factors that encourage the development and spread of zoonotic diseases in places such as the Bengali delta region.</li> <li>Explore the link between human factors and non-communicable disease in places like India and the UK.</li> <li>Explore the link between physical and human factors in the spread of communicable disease in places like Ethiopia.</li> </ul> <p><b>Human Rights</b></p> <ul style="list-style-type: none"> <li>Account for the causes and consequences of gender inequality in India and what can be done to reduce the gap.</li> <li>Understand the roles of different organisations at various scales in governing human rights in conflict zones such as Afghanistan, and LIDCs such as Honduras.</li> </ul> <p><b>NEA</b></p> <ul style="list-style-type: none"> <li>These will be very place specific at a small scale, where students will investigate characteristics across a particular location to answer a research question. Popular examples include Rushden Lakes, Corby, Thrapston, Oundle and the east coast of England.</li> </ul>



# Prince William School

## Geography Curriculum Map – Substantive Knowledge (3)



<b>Locational Knowledge</b>	<b>Place Knowledge</b>	<b>Human and Physical Geography</b>	<b>Skills and Fieldwork</b>
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Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
<p><b>Our Planet</b></p> <ul style="list-style-type: none"> <li>To define and give examples of the three main types of geography (two main areas- physical and human and the crossover of environmental).</li> <li>To use maps to explore the differences between the mapping of physical features such as topography, compared to human features such as political boundaries.</li> <li>To identify places of human or physical significance and understand what makes them important in a geographical and wider sense.</li> </ul> <p><b>My Place</b></p> <ul style="list-style-type: none"> <li>To investigate how the human geography of the local area has changed through time by looking at maps and photos- this is based on land area and infrastructure growth/change.</li> <li>To use points of physical and human geography reference when describing location.</li> <li>To research and present information about place such as population characteristics.</li> </ul> <p><b>Rivers</b></p> <ul style="list-style-type: none"> <li>To recall and understand a simple form of the water cycle with stores and flows such as atmosphere, ocean, precipitation, evaporation, condensation, runoff and be able to use these words in context with confidence.</li> <li>To replicate a more detailed copy of the water cycle with below ground processes identified and emerging understanding of how and when these operate, such as percolation and throughflow.</li> <li>To understand, at a basic level, the difference between the water cycle (a closed system) and a drainage basin (an open system)</li> <li>To explain how different conditions will increase or decrease the flood risk.</li> <li>To assign river features to the correct stage of the river they are found in.</li> <li>To offer a description as to how river features like waterfalls and meanders are formed using words like rock type, erosion, deposition, flow.</li> <li>To explain why humans need access to water but also why and how humans manage water.</li> </ul> <p><b>Africa</b></p> <ul style="list-style-type: none"> <li>To map the location of main deserts, mountain ranges and rivers in Africa and be able to explain, basically, how mountains are created.</li> <li>To understand why Africa was colonised and evaluate whether this was good or bad for Africans on the whole.</li> <li>To define words like population density and distribution and be able to describe their pattern across Africa.</li> <li>To explore three or four (desert, savannah and rainforest (possibly semi desert) biomes in Africa and be able to describe the climate, plants and animals found there and offer a couple of examples of how plants or animals have adapted to that climate.</li> <li>To describe how people live in a particular part of Africa due to the physical and human factors in that region- Horn of Africa.</li> </ul> <p><b>Coasts</b></p> <ul style="list-style-type: none"> <li>To give three reasons that waves get bigger.</li> <li>To sketch and label a breaking wave.</li> <li>To identify coastal features such as caves, cracks, arches, stacks, stumps, beaches and spits from photos.</li> <li>To sort whether the features above are a result of erosion or deposition and describe how they form.</li> <li>To offer a range of reasons people visit or use the coast.</li> <li>To empathise with communities experiencing cliff retreat.</li> <li>To sort types of coastal engineering into hard or soft and be able to describe the function of groynes, sea walls and beach replenishment/rainbowing.</li> <li>To understand that people's uses of the beach can cause conflict. and this might cause a problem when deciding how to manage it.</li> </ul>	<p><b>Globalisation</b></p> <ul style="list-style-type: none"> <li>To define globalisation and appreciate it refers to ideas and technology as well as physical goods and movement.</li> <li>To give an example from their own life as to how human geography has altered as a result of globalisation compared to their great grandparents (migration and cultural exchange).</li> <li>To explain the role of trade and economy in developing routes to accelerate globalisation.</li> <li>To evaluate the physical and human factors present in a place that what make it more or less suitable for a factory location.</li> <li>To consider the winners and losers created by globalisation, related to human geography (mainly economic-related to primary, secondary, tertiary and quaternary industry).</li> <li>To consider how differences in laws and culture, as well as poverty drives changes in global production.</li> </ul> <p><b>Development</b></p> <ul style="list-style-type: none"> <li>To define the terms development and sustainable development and know the difference between them.</li> <li>To explore the physical causes of uneven development such as relief and climate.</li> <li>To explore the human causes of uneven development such as rural vs urban and levels of education and disease.</li> <li>To use human factors, such as development indicators, to judge whether a place is developed or not.</li> </ul> <p><b>Russia</b></p> <ul style="list-style-type: none"> <li>To explore the physical landscape of Russia and use this to explain human patterns such as population density.</li> <li>To look at places such as Yakutsk and determine why they are considered an extreme environment to live in based on its physical geography, so how humans have had to adapt to live there.</li> <li>To compare cultural differences between the west and east of Russia.</li> </ul> <p><b>China</b></p> <ul style="list-style-type: none"> <li>To apply knowledge of uses of coasts and the need for river water to explain why China is more populous to the east than the west.</li> <li>To explore reasons for rural to urban migration in China.</li> <li>To be able to explain how the 3 Gorges dam has altered the physical and human geography of the area around it, and come to a decision as to whether it was a good intervention.</li> <li>To investigate whether China has the right physical and human geography to rival US as a global superpower.</li> </ul>	<p><b>Hazards- geomorphic</b></p> <ul style="list-style-type: none"> <li>To label and give characteristics of the layers of the Earth.</li> <li>To create an argument for plate tectonic theory using physical proof such as biological and geological evidence.</li> <li>To know 2 types of plate movement that create volcanoes and explain the volcano formation with use of a diagram.</li> <li>To know 3 types of plate movement that create earthquakes and explain earthquake formation.</li> <li>To sketch and label the anatomy of an earthquake and a volcano.</li> <li>To describe physical hazards resulting from geomorphic processes such as pyroclasts and ground shaking.</li> <li>To reason as to why human and physical geography factors might increase or reduce vulnerability to such events.</li> </ul> <p><b>Hazards- atmospheric</b></p> <ul style="list-style-type: none"> <li>To state the 'ingredients' needed for a hurricane.</li> <li>To be able to link weather conditions to conditions needed for events like wildfires and droughts.</li> <li>To sketch and label the anatomy of a hurricane.</li> <li>To reason as to why human and physical geography factors might increase or reduce vulnerability to such events.</li> </ul> <p><b>Crime</b></p> <ul style="list-style-type: none"> <li>To use map evidence to demonstrate how physical geography barriers can alter the geography of crime (with reference to the drug trade, for example).</li> <li>To use knowledge gained about the physical built environment and human characteristics to design out crime in a place.</li> <li>To understand human factors that might contribute to the committing of crime.</li> </ul> <p><b>India</b></p> <ul style="list-style-type: none"> <li>To create a climate graph for India's monsoon climate and compare it to the weather in the UK.</li> <li>To understand conditions needed to create the Indian monsoon.</li> <li>To appreciate the importance of the monsoon, especially in rural India</li> <li>To explore quality of life in India and inequalities that exist between states such as Chhattisgarh and Maharashtra and within places such as Mumbai.</li> <li>To evaluate whether Dharavi, Mumbai is a place of hope or despair.</li> </ul> <p><b>Skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>To revisit areas of physical and human geography such as rivers and topography, and population characteristics as a basis for the skills applied.</li> </ul>	<p><b>People of the UK</b></p> <ul style="list-style-type: none"> <li>To explore the UK's trading partners and how flows in and out of countries lead to trade surplus or trade deficit.</li> <li>To compare parts of the UK to learn about demographic characteristics and socio economic profiles.</li> <li>To explore the contributing factors to uneven development in the UK and what may be done about it to try to even the playing field.</li> <li>To describe and explain the social and economic impact of UK's ageing population and what responses the government and individuals have put in place to tackle the problem.</li> <li>To describe and explain the social and economic impact of immigration to the UK and what responses the government and individuals have put in place to tackle the problem.</li> <li>To identify challenges faced in urban areas in the UK and the success to which these are dealt with.</li> <li>To describe the changes to areas as a result of economic growth and decline.</li> <li>To evaluate the impact of regeneration programmes on social, economic and environmental factors.</li> </ul> <p><b>Physical Landscapes of the UK</b></p> <ul style="list-style-type: none"> <li>To create a water cycle and drainage basin diagram to see the differences between an open and closed system.</li> <li>To define and categorise various types of geomorphic process.</li> <li>To understand that climate is a key factor in the types of geomorphic process at play in a landscape.</li> <li>To be able to decide from looking at a given landscape what geology, vegetation and land use might be prevalent.</li> <li>To explain the creation of river features including v-shaped valleys, waterfalls, gorges, levees, floodplains, meanders and oxbow lakes using correct geomorphic processes.</li> <li>To explain the formation of coastal features such as headlands and bays, beaches, spits, caves, arches, stacks and stumps using the correct sequencing and terms for geomorphic processes.</li> <li>To understand how human activities and intervention alter the river's flow and therefore risk to humans and their property.</li> <li>To understand how human activities and interventions alter the coastal landscape and processes operating there.</li> </ul> <p><b>UK Environmental Challenges</b></p> <ul style="list-style-type: none"> <li>To state the direction of air masses impacting the UK and the weather they bring.</li> <li>To understand the physical and human causes of flood events.</li> <li>To identify the differences caused by commercialisation of fishing and mechanisation of farming.</li> <li>To evaluate the impact of fracking and windfarms to the environment and people.</li> <li>To explore the human and physical/environmental issues resulting from energy mixes over time</li> </ul>	<p><b>Ecosystems of the World</b></p> <ul style="list-style-type: none"> <li>To explore the interaction of abiotic and biotic components within an ecosystem especially through interactions such as food chains and nutrient cycle.</li> <li>To understand the climate of various locations around the world and how this leads to the plants and animals found there and the ways in which those have adapted.</li> <li>To explore the value of unique ecosystems to people and the planet, and explain how these ecosystems are threatened by humans- both directly and indirectly and how people are trying to manage them sustainably.</li> </ul> <p><b>People of the Planet</b></p> <ul style="list-style-type: none"> <li>To explore the physical and human causes and consequences of uneven development such as terrain and access to resources, vs level of education and political structure.</li> <li>To explain the role of aid and trade in development.</li> <li>To describe push and pull factors for urban to rural migration.</li> <li>To evaluate the consequences of rapid urban growth.</li> <li>To explore the way of life in EDC cities and how the challenges they face can be managed sustainably.</li> </ul> <p><b>Environmental Threats to our Planet</b></p> <ul style="list-style-type: none"> <li>To understand the physical and human causes of climate change.</li> <li>To explain the human causes of the enhanced greenhouse effect and what the enhanced greenhouse effect actually is.</li> <li>To describe the link between recent climate change and more extreme global weather.</li> <li>To explain how El Nino and La Nina alter the weather patterns in the South Pacific Ocean.</li> <li>To describe the differences in the definition of drought worldwide</li> <li>To explain the conditions needed to create a hurricane.</li> </ul>	<p><b>Changing Spaces Making Places</b></p> <ul style="list-style-type: none"> <li>To explain how changes in flows of ideas, people and goods impact place identity.</li> <li>To explore place specific examples of redevelopment and look at the success of these projects.</li> <li>To account for differences in equality across places and between places.</li> <li>To use indicators such as IMD to measure deprivation and compare locations.</li> </ul> <p><b>Coasts</b></p> <ul style="list-style-type: none"> <li>To understand the coast as a system.</li> <li>To explain and evaluate the relative roles in changing the coastline of physical factors such as tides, wind and waves, geology and lithology.</li> <li>To explain and evaluate the relative roles in changing the coastline of human activities such as sand mining and human management such as hard and soft engineering.</li> <li>To describe the landforms that result from geomorphic processes and how these vary if combined with factors like eustasy and isostasy, or in how or low energy environments.</li> </ul> <p><b>Carbon and Water Cycle</b></p> <ul style="list-style-type: none"> <li>To understand the carbon and water cycles at different scales, and so as both open and closed systems.</li> <li>To reconstruct the stores and flows within the fast and slow carbon cycles.</li> <li>To explain how factors like human activities such as combustion may alter the carbon cycle.</li> <li>To explain how the carbon cycle changes due to short-term (seasonal and diurnal) and long-term (glacial inter-glacial) changes.</li> <li>To reconstruct the stores and flows within the water cycle.</li> <li>To explain how factors like human activities such as water abstraction may alter the water cycle.</li> <li>To explain how the water cycle changes due to short-term (seasonal and diurnal) and long-term (glacial inter-glacial) changes.</li> <li>To evaluate how far the two cycles are interlinked.</li> <li>To describe positive and negative feedback loops operating in both cycles.</li> <li>To describe the concept of dynamic equilibrium.</li> <li>To understand how processes differ in speed and size of stores across different geographic locations.</li> <li>To evaluate the effectiveness of management at different scales of the carbon cycle.</li> <li>To evaluate the effectiveness of management at different scales of the water cycle.</li> </ul> <p><b>Migration</b></p> <ul style="list-style-type: none"> <li>To explain the causes of migration including human and environmental.</li> <li>To evaluate the social and economic consequences of migration for the sending and host country.</li> <li>To outline pro-immigration and pro-emigration policies and understand why these countries have adopted such policies.</li> <li>To explore the complexities in migration patterns both inter and intra-regional and identify demographic characteristics of migrants.</li> <li>To understand how migrant flows are one of the factors that increase interdependence between countries.</li> </ul>	<p><b>Hazardous Earth</b></p> <ul style="list-style-type: none"> <li>To account for the processes happening at each plate boundary such as subduction.</li> <li>To distinguish between boundaries and the hazards that occur on them.</li> <li>To understand that volcanoes and earthquakes, though more frequent on boundaries, can occur elsewhere.</li> <li>To state all the hazards resulting from earthquakes and volcanoes and their impacts on people and their environment.</li> <li>To evaluate how various factors (both physical and human) affect levels of vulnerability and recovery after the event, linked to the Park Model.</li> </ul> <p><b>Disease Dilemmas</b></p> <ul style="list-style-type: none"> <li>To distinguish between non communicable and communicable disease.</li> <li>To define endemic, pandemic and epidemic and use in the correct context.</li> <li>To describe types of transmission, based on Hagerstrand.</li> <li>To explain how some physical and human factors create opportunities for disease spread, whilst other things act as barriers.</li> <li>To describe management techniques used to contain diseases and evaluate their success at a range of scales.</li> <li>To explore the role of medicinal plants in treating disease, now and in the future.</li> <li>To explain the role of pharmaceuticals and evaluate whether they are a force for good or not, with reference to factors such as R&amp;D and biopiracy.</li> </ul> <p><b>Human Rights</b></p> <ul style="list-style-type: none"> <li>To understand what human rights are and the functions of the bodies that seek to uphold them.</li> <li>To explain the factors that lead to geographic variation in human rights such as MMR and women's rights.</li> <li>To describe and explain how a human rights breach can be both a cause and consequence of conflict.</li> <li>To evaluate the role of global governance and partnerships in upholding and developing human rights in the long and short-term.</li> </ul> <p><b>NEA</b></p> <ul style="list-style-type: none"> <li>These will mirror the individual's choice of topic but will be based on one of the taught units therefore will have aspects of human and physical geography as outlined in the Year 12/13 course at a small scale.</li> </ul>



# Prince William School

## Geography Curriculum Map – Substantive Knowledge (4)



<b>Locational Knowledge</b>	<b>Place Knowledge</b>	<b>Human and Physical Geography</b>	<b>Skills and Fieldwork</b>
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Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
<p><b>Our Planet</b></p> <ul style="list-style-type: none"> <li>To use a map to locate continents, countries, rivers, deserts and oceans.</li> <li>To label the above on an outline map.</li> <li>To use data sets to research information about countries.</li> <li>To analyse photos and discover questions geographers might ask.</li> <li>To use latitude and longitude to start to embed the process of reading grid references and how to split the Earth.</li> </ul> <p><b>My Place</b></p> <ul style="list-style-type: none"> <li>Multiple opportunities to collect data around the school site in lessons, and then replicate this at home independently for homework tasks.</li> <li>To create sketch maps with annotations.</li> <li>To create bar graphs and pictograms of traffic data</li> <li>To spot differences between maps from different time periods and suggest reasons for these differences.</li> <li>To make collection tables to gather environment data and then represent this in a visual way.</li> <li>To practice statistical skills such as mean, median and mode.</li> <li>Independent research skills.</li> </ul> <p><b>Rivers</b></p> <ul style="list-style-type: none"> <li>To label and annotate images such as diagrams and photos.</li> <li>To create and label a flood hydrograph with support.</li> <li>Research skills to find information about a particular river- Thames.</li> </ul> <p><b>Africa</b></p> <ul style="list-style-type: none"> <li>To work out population density for African countries using the correct mathematical formula.</li> <li>To make a choropleth map of African population density, with support.</li> <li>To read an atlas to identify areas of high and low land in Africa.</li> <li>To research and plan a trip across Africa, working out costings.</li> <li>Presenting information, in powerpoint, back to the class</li> <li>To select information about African nations and rank the countries against each other based on it.</li> </ul> <p><b>Coasts</b></p> <ul style="list-style-type: none"> <li>To plan a camping trip to the coast using an OS map to discover what to do and to identify where things are.</li> <li>To identify and label coastal features.</li> </ul>	<p><b>Globalisation</b></p> <ul style="list-style-type: none"> <li>To use criteria to select and justify a choice of factory location.</li> <li>To read graphical information such as wage rates in countries around the world.</li> <li>To interpret flow maps so movement of goods around the world can be described.</li> <li>To work collaboratively to create a presentation to share with the class.</li> <li>To identify relevant information in photos and written information/data sets.</li> </ul> <p><b>Development</b></p> <ul style="list-style-type: none"> <li>To use development indicators to decide the development status of a nation.</li> <li>To have been introduced to the concept of composite indicators and understand why some people consider them better.</li> <li>To use indicators to map development across the world.</li> <li>To research information to create a development profile for a country.</li> </ul> <p><b>Russia</b></p> <ul style="list-style-type: none"> <li>To use an atlas to identify countries that border Russia and distinguish between those in Europe or Asia.</li> <li>To interpret choropleth maps showing population data.</li> <li>To read information from climate graphs and be able to identify the highest, lowest, mean values.</li> <li>To locate and label features like rivers.</li> <li>To map and key biomes across Russia.</li> </ul> <p><b>China</b></p> <ul style="list-style-type: none"> <li>To use an atlas to label China within Asia and identify its neighbouring sea, as well as its associated territories such as Hong Kong.</li> <li>To look at a topographical map and a choropleth map together to explain the correlation between the factors.</li> <li>To view pie charts to see the percentage of employment sectors within various parts of China.</li> <li>To research China on the internet and collate relevant information to help answer a class question.</li> </ul>	<p><b>Hazards- geomorphic</b></p> <ul style="list-style-type: none"> <li>Read information from a cartographic representation map such as those using proportional symbols to represent magnitude of event.</li> <li>Reading multiple cartographic map sources to understand the progress and of, and recovery from the Boxing Day tsunami (ARC GIS stories).</li> <li>Interpreting media sources to use as discussion points about hazard events.</li> <li>Decision making activities to manage an event.</li> </ul> <p><b>Hazards- atmospheric</b></p> <ul style="list-style-type: none"> <li>Mapping extent and location of various hazards.</li> <li>Annotating the formation of a hurricane.</li> </ul> <p><b>Crime</b></p> <ul style="list-style-type: none"> <li>Using GIS to explore locations of various crimes.</li> <li>Interpreting and comparing a range of images to determine which factors encourage or deter crime.</li> <li>To use secondary research (including GIS) to report on crime in various local areas such as (Herne Road, Oundle and Corby inner town) against inner city Liverpool.</li> <li>To use maps to understand why drug trafficking follows the route it does based on physical and human barriers.</li> </ul> <p><b>India</b></p> <ul style="list-style-type: none"> <li>To use data sets to independently construct climate graphs for India and the UK.</li> <li>To use data sets to independently create a choropleth map showing various quality of life indicators across India.</li> <li>To read information from pie charts to explain patterns.</li> <li>To research and present data to decide whether India should be considered an EDC or AC.</li> </ul> <p><b>Skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>To create a questionnaire to find out about the populations of Oundle and Corby.</li> <li>To complete a land use survey in at least one location.</li> <li>To collect and present primary and secondary data about the population characteristics of Oundle and Corby</li> <li>To annotate photographs to answer research questions.</li> <li>To independently carry out an environmental quality survey and present this as a radar diagram.</li> <li>To use digital platforms like google maps and digimaps to research and present data.</li> <li>To produce a data collection table</li> <li>To evaluate how well data was collected and identify at least 3 improvements to collection methods.</li> <li>To analyse data collected, calculating mean, median, mode, standard deviation and working out percentage change</li> <li>To conclude hypotheses.</li> </ul>	<p><b>People of the UK</b></p> <ul style="list-style-type: none"> <li>To read and part construct population pyramids.</li> <li>To read flow diagrams and describe trade flows.</li> <li>To correlate and describe information about population characteristics represented on choropleth maps, bar charts, percentage bars, line graphs, infographs, comparative bars etc.</li> <li>To interpret data from a range of graphs to infer information.</li> <li>To state maximum, minimum, mean, percentage change and other statistically important indicators read from graphs.</li> <li>To match population pyramids with their corresponding information on the DTM.</li> </ul> <p><b>Physical Landscapes of the UK</b></p> <ul style="list-style-type: none"> <li>To read information from a range of maps such as topographical, OS and geological.</li> <li>To construct diagrams and add appropriate labels and annotations.</li> <li>To recognise landforms from photos and maps and by able to infer the processes that are likely to happen in those locations.</li> </ul> <p><b>UK Environmental Challenges</b></p> <ul style="list-style-type: none"> <li>To read information from cartographic representations and synoptic charts to infer weather conditions, for example.</li> <li>To interpret a range of graphs such as pie, line, comparative bar and compound bar to describe changes in energy mix over time.</li> <li>To debate whether certain types of energy are better than others.</li> <li>To understand why the representation chosen has been used.</li> </ul> <p>Field work visit- off timetable day</p> <ul style="list-style-type: none"> <li>Students are required to carry out fieldwork which will be supported by the class teacher.</li> <li>Students will be provided with hypotheses to test and given a description and modelled example of how to do this effectively- they will then be required to work as part of a group to replicate the method to collect data.</li> <li>Data collected will then be represented graphically, in a range of ways appropriate to the data set.</li> </ul>	<p><b>Ecosystems of the World</b></p> <ul style="list-style-type: none"> <li>To construct food chains and webs.</li> <li>To read information from climate graphs and compare one against another.</li> <li>To construct fully, or in part, climate graphs.</li> </ul> <p><b>People of the Planet</b></p> <ul style="list-style-type: none"> <li>To read distribution maps and other cartographic representation showing spread of things like megacities.</li> <li>To understand how composite indicators are based on a ranking system to create their score of 1 to 0.</li> </ul> <p><b>Environmental Threats to our Planet</b></p> <ul style="list-style-type: none"> <li>To read and interpret climate data over different time periods- mainly presented as a line graph or comparative line graph.</li> <li>To extrapolate future change based on relationships observed.</li> <li>To read map data and use it to describe weather events and hazards.</li> </ul>	<p><b>Changing Spaces Making Places</b></p> <ul style="list-style-type: none"> <li>To use GIS data such as digimaps, IMD indexes and police crime data sets etc to explore and compare individual places.</li> <li>To read graphically represented data such as split bars, line graphs, pie charts and population pyramids to infer information about place.</li> <li>To calculate a Gini coefficient for different countries and support this with Lorenz Curves.</li> <li>To construct a triangular graph to understand the distribution of employment structures across the world.</li> </ul> <p><b>Coasts</b></p> <ul style="list-style-type: none"> <li>To use data based on coastal scenarios, such as wave height and tidal range to calculate values of statistical significance such as mean, median, mode, range, inter quartile range, standard deviation and Spearman's Rank.</li> <li>To use significance tables, where relevant to interpret the significance of relationship discovered.</li> <li>To read geology maps to interpret their significance in shaping the coastline.</li> <li>To identify features and landforms based on photographic, cartographic and satellite images.</li> <li>To use data from rose and radar diagrams to explain the importance of wind direction and strength in shaping the coastline.</li> <li>To read maps to create cross sectional representation of environments.</li> </ul> <p><b>Carbon and Water Cycle</b></p> <ul style="list-style-type: none"> <li>To use ratios to convert different types of precipitation into the same units (mm).</li> <li>To use data based on limestone pedestals to calculate mean, median, mode, range, inter quartile range, standard deviation.</li> <li>To read and interpret data from a range of graphical and cartographical sources.</li> </ul> <p><b>Migration</b></p> <ul style="list-style-type: none"> <li>To interpret data from various sources such as tabulated data, flow diagrams, proportional pie charts, choropleth maps and population pyramids.</li> </ul>	<p><b>Hazardous Earth</b></p> <ul style="list-style-type: none"> <li>To have an understanding of logarithmic scales and how events present differently to those measured using arithmetic scale.</li> <li>To construct a hazard event profile for particular events based on information researched.</li> <li>To appreciate why the disaster risk equation is useful is assessing vulnerability.</li> <li>To interpret information presented in graphical ways including kite graphs.</li> </ul> <p><b>Disease Dilemmas</b></p> <ul style="list-style-type: none"> <li>To use various data sources already seen such as choropleth, and newer representations like box and whisker to infer information.</li> </ul> <p><b>Human Rights</b></p> <ul style="list-style-type: none"> <li>To use various data sources already seen such as bar and comparative line, and newer more complex representations like proportional logarithmic graphs.</li> </ul> <p><b>NEA</b></p> <ul style="list-style-type: none"> <li>Students are required to carry out fieldwork and some of this will be as part of the NEA data collection stage.</li> <li>They will need to plan and execute fieldwork based on their own hypotheses.</li> <li>Data will be collected using primary and secondary sources, as well as quantitative and qualitative data.</li> <li>Sampling will be considered, and choices justified.</li> <li>Skills learned throughout the course will be deployed to present the data in a series of low- and high-level representations.</li> <li>If appropriate, statistical tests will be applied to allow for answering of hypotheses.</li> </ul>



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## Geography Curriculum Map – Disciplinary Knowledge Progression



	Key Stage 3 (Years 7,8,9)	Key Stage 4 (Years 10 & 11)	Key Stage 5 (Years 12 & 13)
	<ul style="list-style-type: none"> <li>Identify and describe physical causes of events such as flooding in Year 7 and natural hazards in Year 9.</li> <li>Identify and describe human causes of phenomena such as relocation of industry overseas in the Year 8 globalisation unit.</li> <li>Understand that sometimes physical and human causes can both be present to create an event or outcome such as in the coastal unit in Year 7 or hazards and crime units in Year 9.</li> <li>Describe and explain human and physical impacts, categorising them into social, economic, political and environmental with increasing ease by the end of the key stage.</li> <li>Describe several responses to an event and categorise them into long term or short term, local or global.</li> </ul>	<ul style="list-style-type: none"> <li>Explain physical and human causes of events and how these interplay to make an event more or less manageable when it occurs- for example flooding on the River Wye or Somerset Levels, erosion on the North Norfolk coast, energy choices in the UK, or the path to development in Ethiopia or Rosario.</li> <li>Evaluate human and physical impacts of events or processes, categorising them into social, economic, political and environmental with increasing ease by the end of the key stage.</li> <li>Explain several responses to an event and categorise them into long term or short term, local, national or global.</li> </ul>	<ul style="list-style-type: none"> <li>Assess the relative importance of various subcategories of cause, consequence and response especially in terms of Hazardous Earth and Disease Dilemmas.</li> <li>Explain how causes, consequences and responses can work together or against each other to increase or decrease risk factors in an event.</li> <li>Justify whether responses are proportionate and lead to sustainable outcomes such as those pertaining to the carbon cycle.</li> </ul>
	<ul style="list-style-type: none"> <li>Compare images and maps from past and present locations to identify changes.</li> <li>Describe patterns and trends in data showing change over time, using adverbs and figures to make description explicit.</li> <li>Describe how places have changed over time in their built, natural and human spheres.</li> <li>Understand that through time, countries broadly move from being LIDCs, to EDCs to ACs, and that development indicators have corresponding changes to reflect this progression.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the physical and human causes of economic growth and/or decline in given locations</li> <li>Describe, supporting with evidence, how places have changed over time considering infrastructure and buildings, natural landforms and demographic profile.</li> <li>Understand that through time, countries broadly move from being LIDCs, to EDCs to ACs and this economic progress can be illustrated using models such as Rostow, and corresponding changes in population characteristics can be shown by reference to the DTM.</li> <li>Be able to identify place where such linear progress has not applied and describe some reasons why.</li> </ul>	<ul style="list-style-type: none"> <li>Assess the extent to which multiple factors, both human and physical, change over time to influence place in the present.</li> <li>Explain how flows of ideas, people and goods change place identity.</li> <li>Evaluate how far change and continuity link to ideas of sustainability, dynamic equilibrium and feedback.</li> <li>Apply models to explain changes over time and space, but also to critique these models and suggest changes to them in light of knowledge of anomalies or changing preconditions.</li> </ul>
	<ul style="list-style-type: none"> <li>Select appropriate secondary data sources and use these to support arguments and primary data.</li> <li>Compare sources to identify similarities and differences and so provide an overview of a geographic issue.</li> <li>Rank information to indicate which is most important in reaching a decision.</li> <li>Categorise information to see which factor has more evidence than another.</li> <li>When using secondary data, decide which factors (such as development indicators) are more important in deciding whether a country should be considered developed or not.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate a range of secondary sources and assess their usefulness in aiding geographic understanding of an issue.</li> <li>Evaluate a range of primary sources, collected by other people, and assess their usefulness in aiding geographic understanding of an issue.</li> <li>Evaluate a range of student's own created primary sources and assess their usefulness in aiding geographic understanding of an issue.</li> <li>Compare whether primary or secondary sources are more useful in understanding a geographic issue.</li> <li>Assess the reliability and validity of another student's primary collection methods and data.</li> </ul>	<ul style="list-style-type: none"> <li>Assess the strengths and weaknesses of graphical, photographic and textual sources, taking into account the reliability, validity and readability of the data.</li> <li>Select the most appropriate data to represent and report on when carrying out the NEA.</li> <li>Evaluate the significance/importance of a source in allowing a decision whether to accept or reject a hypothesis.</li> <li>Critically evaluate the level of bias in a data source to decide whether it could impact correct geographic understanding of an issue.</li> <li>Suggest and justify improvements to the presentation of sources to increase their reliability, validity and readability.</li> </ul>
	<ul style="list-style-type: none"> <li>Identify and describe similarities and differences in lived experience in one place over time.</li> <li>Identify and describe similarities and differences in lived experience of various places in the present.</li> <li>Explain, giving simple reasons, why people's lives change over time and place.</li> <li>Describe how erosion, transport and deposition can work in similar ways different environments such as rivers and coasts.</li> <li>Describe how biomes found in various parts of the world will all have similar components.</li> <li>Describe how biomes and their constituent parts will be adapted to the physical context they are in.</li> <li>Describe how the same type of hazard can produce very different results dependent on its geographic location.</li> <li>Describe how peoples in the same continent, country or region can be similar in some aspects but very different in others.</li> <li>Identify common characteristics of EDC and LIDC places and contrast then to know experiences of the UK (an AC).</li> </ul>	<ul style="list-style-type: none"> <li>Explain how world cities such as Leeds and Rosario face similar challenges but experience and manage them in different ways.</li> <li>Evaluate the same place (Salford) over time to see how differences in growth and decline have impacted the place.</li> <li>Explain how different geomorphic processes act to shape distinct features in rivers and along the coast.</li> <li>Describe and account for differences in climate, plants and animals in biomes globally.</li> <li>Explain how differences in trade wind strength create different weather and their consequent impacts.</li> <li>Evaluate the different management of the same problem (hard vs soft engineering, government vs community responses).</li> <li>Account for differences in development at a national and international scale.</li> </ul>	<ul style="list-style-type: none"> <li>Explain, with examples, how the carbon and water cycle are interlinked, making reference to the stores and processes they share.</li> <li>Justify the differences seen between the functioning of the water and carbon cycles in the rainforest compared to the arctic tundra.</li> <li>Account for the differences in experiences of regeneration for people across places such as the Raval district of Barcelona or Birmingham, UK.</li> <li>Use data sets to research similarities and differences in indicators of multiple and single measures of deprivation to contextualise place.</li> <li>Create flow diagrams to show the similarities in processes between different systems (inputs of energy and matter, flows, outputs of energy and matter) but also be able to make these bespoke to recognise differences in opposing environments such as high energy vs low energy coastlines.</li> <li>Differentiate between types of migration movement and draw parallels between the causes, even when the migrations are different.</li> <li>Distinguish between extrusive and intrusive volcanic features, and hazards created by effusive and explosive eruptions.</li> <li>Draw parallels between the factors which increase populations vulnerability to hazards.</li> <li>Account for differences in the geographic and economic distribution of communicable and non-communicable diseases.</li> <li>To assess differences in progress to SDGs/MDGs and other measures of progress towards human rights norms.</li> <li>To assess responses and management of human and physical challenges at various spatial and temporal scales.</li> </ul>







# Prince William School

## Geography Curriculum Map – Disciplinary Knowledge Progression



	Key Stage 3 (Years 7,8,9)	Key Stage 4 (Years 10 & 11)	Key Stage 5 (Years 12 & 13)
	<ul style="list-style-type: none"> <li>• Read data from varied maps (including GIS sources increasingly towards the end of the key stage), graphs and photographic sources with increasing accuracy.</li> <li>• Construct an increasing range of simple graphs (such as bar, pie and line), field sketches and surveys with increasing accuracy and more independence.</li> <li>• By the end of the Key Stage to show some skills in creating more complex graphs and cartographic representations.</li> <li>• Use data sets from the back of atlases and internet sources such as CIA World Factbook to create fact files for countries.</li> <li>• To have been taught the process of calculating mathematical functions such as mean, median and mode and as ability and maths stage allows for students to independently calculate these on data sets, as well as figures like maximum, minimum and range which all students will do.</li> </ul>	<ul style="list-style-type: none"> <li>• Construct in full or part, a range of graphical representations and describe and explain what they show.</li> <li>• Create independent primary qualitative collection techniques such as questionnaires to generate their own sources of graphical data to interpret.</li> <li>• To interpret data within a source by applying measures of central tendency (mean, median, mode) and measures of dispersion (range and IQR) independently.</li> <li>• Confidently read information from a range of graphical sources such as pies, bars, lines (simple, compound and comparative) as well as cartographical such as choropleth.</li> <li>• Unpick a data set and how it has been collected to suggest improvements to increase reliability.</li> <li>• Analyse a range of photos, maps and GIS sources and link to learned knowledge to answer a question or prove a hypothesis.</li> <li>• Compare across a range of sources such as photographs and OS maps to infer information.</li> <li>• To use data sets provided to compare levels of development in different areas and explain why this might have occurred.</li> <li>• Explain reasons for trends seen in graphical data and be able to project what might occur in the future as a result.</li> </ul>	<ul style="list-style-type: none"> <li>• Create independent primary qualitative and quantitative data sets that can be represented in an individual way using high- and low-level graphs as well as using and adapting GIS and digitally sourced data.</li> <li>• Consider the reliability of data to be collected before the event through the evaluation of various sampling techniques and the justification of the one chosen.</li> <li>• To address issues of validity, reliability and significance of statistical data by applying the correct statistical technique and appropriate significance test to contextualise the result found.</li> <li>• To assess and, when appropriate acknowledge, the bias within a source of information to decide whether it is worth using to support a point.</li> <li>• To critically evaluate sources presented, and those individually generated to identify limits in what is shown.</li> <li>• To factor in sample size against a total population when deciding the reliability and validity of a data set and what it seems to signify.</li> <li>• To appreciate the different techniques needed in analysing qualitative as opposed to quantitative data.</li> <li>• To independently carry out literature research to contextualise primary and secondary data generated.</li> <li>• To apply tests such as Spearman's and Mann Whitney, as well as correlation measures such as Spearman's Rank.</li> <li>• Appreciate the different, but equally important roles of informal and formal data sets in representing place.</li> </ul>
	<ul style="list-style-type: none"> <li>• Identify and label the main landmasses, oceans, rivers, deserts and cities globally.</li> <li>• Look at regions/continents of the world such as Asia and commonalities across the continent as well as individual differences between countries such as India and China.</li> <li>• To explore global links, mainly through trade and the study of globalisation.</li> <li>• To consider a range of different sized settlements and how their size (and other factors) impact what occurs there- for example Chonqing, Oundle, Mumbai (especially the area of Dharavi).</li> <li>• To understand how places are interconnected through migration, such as rural to urban migration.</li> <li>• To understand the importance of rivers and their management, mountain ranges and other physical characteristics, across state and national borders in connecting and dividing parts of the world. For example, the monsoon rain in India, the 3 Gorges Dam in China, the Urals in Russia, and obstacles to the heroin trail across Asia the Middle East and Europe.</li> <li>• Describe how colonialism of Africa has created, albeit contentious, ties between Europe and Africa, and how the impacts can still be seen in modern Africa.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and be able to explain global processes that sustain the world like the wind patterns and tri cellular model.</li> <li>• To understand how physical and human factors at a variety of scales have combined to create uneven development across the globe, across countries and within smaller areas such as given cities.</li> <li>• To understand the importance of flows of goods (trade) and people (migration) on places.</li> <li>• To explain, with multiple small-scale examples from across the globe, the impact of global phenomena such as climate change.</li> <li>• To describe how changes in wind patterns can alter airmass movements changing the weather in a country (ie Beast from the East in the UK) to across a continent in the case of El Nino and the drought across Australia and Indonesia.</li> <li>• Apply knowledge of the movement of the ITCZ to explain the savannah ecosystem and account for different months for summer in the northern compared to southern hemispheres.</li> <li>• Understand the role of trade in connecting across places such as Europe to South America (meat trade out of Rosario) and USA to Europe (cotton trade to Salford).</li> <li>• Understand the role of migration in connecting places such as Italian migration to Rosario and waves of migration from Europe and Caribbean to Leeds, which in both cases have created unique characters in the destination.</li> <li>• How the water cycle can be applied at the local scale with study of an individual river basin, the Wye.</li> <li>• In year 1 of the GCSE examples are all taken from the UK therefore examples have global links but are more small scale and local, whereas in year 2 the global links and overarching ideas are much more global, with individualised examples taken from various locations around the world.</li> </ul>	<ul style="list-style-type: none"> <li>• To apply global open systems (such as the water and carbon cycles) to individual scenarios, where they appear as closed systems. This is done from the very small-scale of an individual tree, to the larger scale of a rainforest or arctic tundra area.</li> <li>• To apply globally held standards such as human rights and explore how these are met, or not, at nationally or smaller levels such as the Ghor region of Afghanistan or Honduras.</li> <li>• To understand how flows of people change destination and sending locations but link them bilaterally such as Brazil to USA.</li> <li>• To use localised examples to apply generic principles and test hypotheses through the NEA task.</li> <li>• To consider the opportunities for spread and barriers to it when looking at pandemics such as covid, and how these created hotspots, or more protected areas.</li> <li>• To evaluate global, regional, national and local responses following disasters created by geomorphic hazards.</li> <li>• To understand geomorphic hazards will have impacts at a variety of scales such as local lava flow, wider ash clouds- that consequently can impact global travel in the case of Iceland.</li> <li>• To understand how physical factors across the globe such as waves, wind, tides and ocean currents combine to create individual characteristics of coastlines when combined with other more localised factors.</li> <li>• To understand human intervention in one part of a system will have a consequence for another part of the system, for example adding groynes in Sandbanks will deprive another part of the Dorset coast of sediment creating the conditions for retreat. Equally deforestation in part of the rainforest can lead to regional drought or localised flooding.</li> </ul>



# Prince William School

## Geography Curriculum Map – Disciplinary Knowledge Progression

### Continued



#### Key Stage 3 (Years 7,8,9)

- Create a simple data collection framework such as a questionnaire, considering the importance of questions selected, after discussion.
- Collect a limited range of primary data independently, after the technique has been modelled.
- Interrogate information such as pictures to ask 'big questions' such as what, where, when and who and then use clues in the image to try to answer those.
- Conduct secondary research on the internet to investigate things like wonders of the world or crime figures between places.
- Think about issues of safety when carrying out collection of data and steps that could be taken to make things safer.
- Discuss why some data might have been collected more accurately than other bits.
- Use the data (primary or secondary) collected by the individual, or given by the teacher to answer a set question or hypothesis with an increasingly supported conclusion.

#### Key Stage 4 (Years 10 & 11)

- When creating a questionnaire, justify the choice of open or closed questions.
- Create a range of data collection frameworks for both physical and human geography fieldwork which are then used to collect data to good effect.
- Explain how and why these frameworks were constructed and justify why the data collected was selected as valuable to a hypothesis.
- Assess the relative importance of data collected in being able to prove/disprove the hypothesis.
- Collect a range of primary data independently.
- Select appropriate secondary data sources and use these to support arguments and primary data.
- Compare sources to identify similarities and differences and so provide an overview of a geographic issue.
- Record data accurately in the field using measures, clinometers, floats etc with precision and in the correct manner.
- Recognise whether data is continuous or discrete and represent appropriately, ensuring that graphs have scales, axes labels and titles to make their meaning clear.
- To identify ways in which data may not have been collected optimally and suggest improvements should the fieldwork be repeated.

#### Key Stage 5 (Years 12 & 13)

- To set their own research topic and define hypotheses to answer their research questions.
- To carry out an assessment of risk, and consider socio-political and ethical factors that might impact effective collection of data, such as access to land or sensitivity of questions asked.
- To create individualised data collection techniques after researching appropriate methods.
- To demonstrate the ability to collect a range of accurate data sets including quantitative and qualitative data, and primary and secondary.
- To have justified the choice of collection location, sampling size and type and frequency.
- To describe, in detail, how data was collected including where, when and how- including specialised, and digital equipment used. (Clinometer, flowmeter, decibel meter etc)
- To justify the collection methods chosen and apply any adjustments after pilots of work such as questionnaires to ensure accuracy and consistency of data.
- To select and justify appropriate ways to present and analyse data.
- To apply mathematical tests including things like Spearman's, Chi Squared and Mann Whitney for quantitative data, as well as coding for quantitative, as appropriate.
- To conclude, drawing all data sources together, the posed hypotheses with a reasoned, evidenced and justified opinion as to why the hypothesis should be accepted or rejected.
- To evaluate all methods of collection and sources of primary and secondary data for their accuracy, reliability and validity.
- To explain how their learning and geographical understanding was extended by their individual investigative work.



# Prince William School

## Geography Disciplinary Vocabulary



### Progression of Vocabulary

The following are important across all year groups and key stages and are progressively developed in line with substantive knowledge:

Describe	Use a diagram to...	Label	Analyse
Suggest	Outline	Estimate	Decide which
State	Identify	Annotate	Compare
Define	Name	Use data/evidence	Justify
Explain	Locate	Discuss	Evaluate
Complete the graph	Select information		

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
<b>← Reinforce Previous</b>		<b>← Reinforce Previous</b>			<b>← Reinforce Previous</b>	
<p><b>Will be secure in:</b></p> <p>Use a diagram to...</p> <p>Calculate (simple operations)</p> <p>Select information,</p> <p>Decide which (with a simple reason)</p> <p><b>Will have encountered:</b></p> <p>Examine</p> <p>To what extent</p> <p>Calculate median/range/IQR/percentage change</p> <p>Assess, using information given and your own knowledge,</p>		<p><b>Will be secure in:</b></p> <p>Calculate simple operations as well as mean, median, mode, range and quartiles</p> <p><b>Most will be secure in:</b></p> <p>Examine</p> <p>To what extent,</p> <p>Calculate percentage change</p> <p>Assess, using information given and your own knowledge,</p> <p><b>At KS4, there are generally more steps to exam questions. For example, you may be asked to complete the command term with a particular focus, such as sustainability or interdependence. This challenges the top end therefore:</b></p> <p><b>Some will be secure in, and all will have encountered:</b></p> <p>Evaluate the extent to which [the management is sustainable]</p> <p>To what extent [is social development more sustainable than environmental development in Rosario]</p> <p>Assess, using information given and your own knowledge, [the extent to which the polar ecosystem could be considered interdependent]</p>			<p><b>At KS5 there are generally more steps to the command terms. For example, you may be asked to select appropriate information from a table and then complete the correct mathematical operation on it. Otherwise, you will be required to apply evaluate and assess style command terms to a broader selection of information.</b></p> <p><b>Will be secure in:</b></p> <p>Calculate basic statistical tests</p> <p>Compare and contrast,</p> <p>Examine</p> <p>To what extent- description of what that means</p> <p>Comment on the usefulness of</p> <p>Identify limitations of a data presentation technique</p> <p>Apply</p> <p>Conclude</p> <p>Present, in an appropriate way...</p> <p>To what extent...</p> <p>How far do you agree...</p> <p>Evaluate</p> <p>Assess</p> <p>Give advantages and disadvantages of a statistical technique</p> <p><b>Most will be secure in, and all with have encountered:</b></p> <p>Calculate and justify [harder statistical techniques such as Chi squared...]</p> <p>Critically evaluate</p> <p>How significant</p>	



# Prince William School

## Geography Key Vocabulary



### Year 7

### Year 8

#### Our Planet

#### Homework

#### Globalisation

Autumn 1	Latitude	Global	County	Environmental quality	Globalisation	Revenue	Industry
	Longitude	Location	Satellite image	Bi-polar analysis	Global	Cost	Migrant
	Equator	Country	Field sketch	Grid reference	AC	Sweatshop	Locational advantage
	Hemisphere	Continent	OS map	Research	LIDC	Profit	Fair trade
	Landmass	UNESCO	Traffic count	Pedestrian count	EDC		

#### Our Planet continued

#### Development

Autumn 2	World Cup	Global event			AC	Employment structure	Composite indicator
	Rivers				LIDC	Brandt line	Gated communities
	Attrition	Surface runoff	Precipitation		EDC	Absolute poverty	Slums
	Abrasion	Throughflow	Evaporation		Inequality	Relative poverty	Aid
	Hydraulic action	Infiltration	Tributaries		Quality of life	HDI	Purchasing power parity
Corrosion	Condensation	Confluence		Standard of living	GDP/GNP per capita		
Source	Mouth						

#### Rivers

#### Russia

Spring 1	Plunge pool	Meander	Artificial levees		Europe	Volcanic	Peninsular
	Waterfall	Oxbow lake			Border	Urban	Mountain range
	Discharge	Lower course			Asia	Rural	Push pull factor
	Irrigation	Urbanisation			Transcontinental	Inland sea	
	Hard engineering	Soft engineering					

#### Rivers

#### Africa

#### Russia continued

Spring 2	Upper course	Colonised	Equatorial		EDC	Communism
	Middle course	Population density	African Union		Ecosystem	Industry
	Artificial levees	Country			Biome	Superpower
		Continent			Tundra	USSR
		Location			Permafrost	Conflict
	LIDC			Steppes	BRICS	

#### Africa

#### China

Summer 1	Rainforest	Region	Landlocked		Pronatalist	Bare branches
	Desert	Nomadic	Semi-arid		Anti-natalist	Rural to urban migration
	Savannah	Danakil depression			Karst	Communism
		Afar triangle			Breakaway province	Great Wall of China

#### Coasts

#### China continued

Summer 2	Attrition	Corrosion	Stump		Industrialisation	Desertification
	Abrasion	Cave	Beach		Manufacturing	Acid rain
	Hydraulic action	Arch	Bar		Superpower	TNCs
	Corrosion	LSD	Spit		Hydro-electric power	FDI
	Cave	Deposition			3 Gorges Dam	Resources
	Arch	Stack			Renewable energy	BRICS
				Sustainable development		



# Prince William School Geography Key Vocabulary



## Year 9

### Hazards- geomorphic

Volcano	Seismometer	Mantle
Earthquake	Richter scale	Crust
Plate boundary	Mercalli scale	Tsunami
Continental drift	VEI (Volcanic Explosivity Index)	Magma
Plate tectonic theory	Core	Seismic
Hotspot		

## Year 10

### People of the UK

AC	Government policy	Tertiary employment	Ethnicity
Industrialised	Educational attainment	Quaternary employment	Employment structure
Containerisation	Trade	Life expectancy	Northern powerhouse
Conurbation	Import	Uneven development	WFH
Regeneration	Export	Infrastructure	Disposable income
Demographic transition model	Trade surplus	Gentrification	Flexible working
Deprivation	Trade deficit	Deindustrialisation	Deprivation

### Hazards- atmospheric

Hurricane	Low pressure	Tropical
Cyclone	Wildfire	Arid
Tornado	Drought	Groundwater
Saffir Simpson scale		Reservoir

### People of the UK

Waste management	Ageing population	Urbanisation	Population density
Traffic management	Conurbation	Re-urbanisation	Studentification
Integrated transport system	Population pyramid	Commuter	Sustainable development
Water taxi	Baby boomer	Green belt	Urban belt
Population structure	Immigrant	Demographic	Gridlock Sunday
Census	Migration	Fuel poverty	Child poverty
Regeneration	Commonwealth	Economic sustainability	Social inequality
Counter urbanisation	Suburbanisation	Environmental sustainability	Social sustainability

## Crime

Perpetrator	Crime hotspot	International crime rings
Victim	Violent crime	Trafficking
Buffer map	Disorder	Smuggling
Choropleth map	Safety	Drug trail
Cartographic map	Fear of crime	Organised crime
Architecture	Street furniture	Modern slavery
		Crime mapping

## Physical Landscapes of the UK

Upland	Igneous	Permeable	Diurnal
Lowland	Metamorphic	Tor	Geomorphic processes
Glaciated	Sedimentary	Tarn	Mechanical weathering
Ice age	Parent material	Corrie/cwm	Chemical weathering
Holocene	Coniferous	Climate	Oxidation
Drift	Deciduous	Weathering	Carbonation
Geology	Impermeable	Freeze thaw cycle	Hydrolysis
Biological weathering	Solution (erosion)	Overhang	Helicoidal flow
Mass movement	Traction	Headward erosion	River cliff
Sliding	Saltation	Gorge	Slip off slope
Slumping	Suspension	V shaped valley	Oxbow lake
Abrasion	Solution (transport)	Interlocking spur	Levee
Hydraulic action	Waterfall	Meander	Floodplain
Attrition	Plunge pool	Swan's neck	

## India

Topography	Hinduism
Plateau	Islam
Himalayas	Caste system
Monsoon	Glaciers
Urbanisation	
Rural to urban migration	
Diversity	

## Physical Landscapes of the UK

AONB	Bay	Subaerial processes	Gabions
SSSI	Wave refraction	Tides	SMP- Shore Management Plan
Environment Agency	Cave	Sediment	
Afforestation	Arch	Oxidation	
Dynamic equilibrium	Stack	Hydrolysis	
Interception storage	Beach	Rotational slumping	
Headland	Spit	Rock slides	
Wave cut notch	Backwash	Sea walls	
Wave cut platform	Joints	Groynes	
Hard engineering	Bedding planes	Rip rap barriers	
Soft engineering	Sand dunes	Hold the line	
Longshore drift	Dark skies tourism	Managed realignment	
Swash	Salt marsh	Advance the line	



# Prince William School Geography Key Vocabulary



## Year 9

### India Continued

Slum	IT	BRICS
Informal housing	Quaternary	ASEAN-India Free Trade Association
Informal employment	World city	
Globalisation	Environmental degradation	
Outsourcing	Infrastructure	
Telemarketing	Resources	
Telecommunication	EDC	

## Year 10

### UK Environmental Challenges

Weather	Polar continental	Tidal barrier	Fertiliser
Climate	Tropical maritime	Wetlands	Pesticide
Air mass	Tropical continental	Flood action plan	Commercialisation
North Atlantic Drift	Depression	Mechanisation	Overfishing
Prevailing wind	Heatwave	Hedgerow removal	Fish stocks
Arctic maritime	Jet stream	Fallow land	Trawler
Polar maritime	Dredging	Eutrophication	Marine Stewardship Council
Fracking	Microquakes	Irrigation	Non-native invasive species
Onshore/offshore wind farms	Abstraction	Water transfer scheme	

### Skills and Fieldwork

Data collection framework	Sampling	Mean
Hypotheses	Frequency	Median
Quantitative	Testability	Mode
Qualitative	Accuracy	Interquartile range
Primary data	Subjective	Statistical test
Secondary data	Objective	
Bias	Range	

### UK Environmental Challenges

Renewable energy	Greenhouse gases	White Paper	Biofuels
Non-renewable energy	Hydrocarbon	CERT	Renewable Heat Incentive
Fossil fuels	Open cast mines	EPC	Feed in tariffs
Biomass	Finite	National Grid	Anaerobic respirator
HEP	Nuclear	Energy Efficiency Plan	Plan LoCal
Geothermal	Energy mix	Low carbon future	LPG
Tidal	OPEC	Radioactive waste	
Solar	EU 'Gas Burn' directive	Aquifers	

Summer 1

Summer 2



# Prince William School Geography Key Vocabulary



Autumn 1

Year 11			Year 12						Year 13		
Ecosystems of the Planet			Coasts			Changing Spaces, Making Places			Global Migration		Disease Dilemmas
Ecosystem	Omnivore	Shrub layer	Landscape	Swell waves	Geo	Time space compression			Pro-emigration policy	Bi-lateral flows	Contagious
Biome	Hibernation	Xerophytic	System	Storm waves	Zawn	Greenfield site			Bi-lateral flows	Interdependence	Non-contagious
Abiotic	Nocturnal	Pyrophytic	Kinetic energy	Stillwater level	Blowhole	Place profile			Interdependence	Green card	Infectious
Biotic	Convictional rainfall	Herbivore	Potential energy	Tidal range	Berms	Housing tenure			Green card	Visa	Non-infectious
Interdependence	Evapotranspiration	Carnivore	Thermal energy	Lithology	Onshore bars	Household			Visa	ASEAN	Communicable
Circumpolar winds	Transpiration	Overfishing	Geomorphic processes	Geological structure	Tombolo	Knowledge economy			Human trafficking	Broker	Non-communicable
Tundra	Cycling	Bleaching	Nearshore zone	Concordant coastline	Cuspate delta	Life cycle			Pro-emigration policy	Border security	Zoonotic
Deforestation	Symbiotic	Thermal stress	Open system	Discordant coastline	Arcuate delta	Ghetto			Environmental refugee	Humanitarian relief	Epidemiology
Emergents	Litter	National Park	Closed system	Rip current	Bird's foot delta	Diaspora			<b>Hazardous Earth</b>		Epidemiology
Canopy	Biomass	Extractive industry	Input	Cusp	Foreshore				Pangea	Icelandic type eruptions	Epidemic
Under canopy	Leaching	Medicinal plants	Output	Ocean current	Turbid water				Laurasia	Rhyolitic	Pandemic
	Continental shelf	Water cycle	Deposition	Sub-aerial processes	Saltpan				Strombolian type eruptions	Basaltic	
	Photosynthesis	Carbon cycle	Weathering	Transportation	Flocs				Mohorovicic discontinuity	Andesitic	
	Polyp	Forest Stewardship Council (FSC)	Mass movement	Aeolion processes	Distributaries				Asthenosphere	Icelandic type eruptions	
	Zooxanthellae	National reserve	Erosion	Wave period	Levees				Lithosphere	Hawaiian type eruptions	
	Phytoplankton	Management strategies	Evaporation	Sediment (littoral) cell	Crevasse splays				Convection current		
	Zooplankton	Fisheries	Longshore drift	Closed system	Delta lobe				Ridge push		
	Barrier reef		Dynamic equilibrium	Fetch	Barrier beach				Slab pull		
	Biodiversity		Negative feedback	Transportation	Lagoon				Continental drift		
			Tidal range	Aeolion processes	Abyssal zone				Gondwanaland		
			Lithology	Wave period	Rock strata				Pangea		
			Geological structure	Swell waves	Shore platform						
			Concordant coastline	Storm waves	Orthogonals						
			Discordant coastline	Stillwater level	Wave refraction						
			Rip current	Cusp	Hydrolysis						
			Pressure release	Ocean current	Hydration						
			Thermal expansion	Sub-aerial processes	Regolith						
			Salt crystallisation	Sediment budget	Settling velocity						
			Oxidation	Freeze thaw	Solution						
			Carbonation	Flocculation	Deflation						



# Prince William School Geography Key Vocabulary



		Year 11			Year 12			Year 13				
		Ecosystems of the Planet			Coasts	Changing Spaces, Making Places			Hazardous Earth		Disease Dilemmas	
Autumn 2	Nutrient cycling	Barrier reef	Forest Stewardship Council (FSC)	Estuarine environment	Structural economic change	Start-up business	New International Division of Labour (NIDL)	Viscosity	Flood basalt	Sea floor spreading	Degenerative disease	
	Symbiotic	Biodiversity	National reserve	Eustatic change	Deindustrialisation	Gini coefficient	Economic restructuring	Explosive	Shield volcano	Palaeomagnetism	Diffusion	
	Litter	Fisheries	Management strategies	Abandoned cliff	Multiplier effect	Structural economic change	Primary sector	Effusive	Rhyolitic	Tectonic plate	Expansion diffusions	
	Biomass	Overfishing		Periglacial processes	Comparative advantage	Deindustrialisation	Secondary sector	Stratovolcanoes	Basaltic	Transform fault	Relocation diffusion	
	Leaching	Bleaching		Cryoturbation	Capitalist economy	Multiplier effect	Post-industrial economy	Composite cone volcanoes	Hotspot	Divergent/constr uctive margin	Contagious diffusion	
	Continental shelf	Thermal stress		Flandrian transgression	Core region	Comparative advantage	Tertiary sector	Sills	Mantle plume	Convergent/dest ructive margin	Hierarchical diffusion	
	Photosynthesis	National Park		Ria	Recession		Quaternary sector	Dykes	Supervolcano	Conservative margin	Barriers	
	Polyp	Extractive industry		Threshold	Kondratieff cycles		Macroeconomics	Andesitic	VEI	Mid oceanic ridge	Hagerstrand's diffusion model	
	Zooxanthellae	Medicinal plants		Fjord	Subsidies		Comparative advantage	Rift valley	Lava flow	Pillow lava	Vector	
	Phytoplankton	Water cycle		Truncated spurs	Venture capital		Lorenz curve	Subduction	Pyroclastic flow		Protozoan	
	Zooplankton	Carbon cycle		Rock groynes	Redevelopment		Informal sector	Ocean trench	Tephra		Epidemiological Transition Model	
	People of the Planet				Beach Recharge	Reimaging		Benioff zone	Disposable income		Pestilence	
	Development	Population density	HDI	Hard engineering	Regeneration		Millennium Development Goals (MDGs)	Pluton	Floods-jokulhlaups		Overnutrition	
	Social development	Literacy rate	Composite indicator	Soft engineering	Brand essence		Sustainable Development Goals (SDGs)	Island arc	Tsunami		Undernutrition	
	Economic development	Gross Domestic Product (GDP)	Development gap	SMP (Shoreline Management Plan)	Gentrification		Global shift	Black smoker	Active volcano		Malnutrition	
	Environmental development	Relative poverty	Global recession	Nearshore zone	Qualitative data		Foreign Direct Investment (FDI)	Graben	Dormant volcano		Grass roots strategy	
	Sustainable development	Absolute poverty	AC	Foredune	Super Output Area (SOA)			Vulcanian type eruptions	Extinct volcano			
	Development indicator	GNI per capita	EDC	Dredging	Globalisation			Vesuvian type eruptions	Vulnerability			
LIDC	Corruption	Bilateral aid	Rainbowing	Census			Plinian type eruption	Disaster risk equation				
Natural resources	Colonisation	Official government aid	Beach recharge	Spatial inequality			Denudation					
Landlocked	Dependency	Goat aid		Deprivation cycle			Archipelago					
Terrain	Debt	Aid					Flood basalt					
Natural hazard	Multilateral aid	Democracy					Shield volcano					





# Prince William School Geography Key Vocabulary



Year 11

Year 12

Year 13

**People of the Planet**

**Changing Spaces, Making Places**

**Earth's Life Support System**

**Hazardous Earth**

**Disease Dilemmas**

Sub Saharan	Wetland	International community	24-hour city	Photosynthesis	Ablation	Focus	Avalanches	Alkaloids
Landlocked	Military coup	Rostow model	Rebranding	Respiration	Sublimation	Epicentre	Tsunami	Glycoside
Semi-arid	Red Terror	Globalisation	Redevelopment	Transpiration	Carbon sink	Hypocenter	Andesitic	Salicin
Subsistence	Infrastructure	Rural-urban migration	Key settlement	Goldilock's zone	Aquifer	Seismic	Icelandic type eruptions	Quinine
Malnutrition	Maternal mortality	Multiplier effect	Threshold population	Biosphere	Groundwater	Primary waves	Hawaiian type eruptions	Colchicine
Export	Pandemic	High mass consumption	Edge city	Precipitation	Evapotranspiration	Secondary waves	Strombolian type eruptions	Artemisinin
Import	Forced marriage	Internal growth	Conurbation	Respiration	Runoff	Surface waves	Vulcanian type eruptions	Digitalis
Function	Megacity	Pull factor	Player	Oxidation	Percolation	Love waves	Vesuvian type eruptions	Biopiracy
Services	World city	Informal sector	Comprehensive redevelopment	Weathering	Permeable rock	Rayleigh waves	Plinian type eruption	Pharmaceutical
Conurbation	Millionaire city	Informal housing	Green belt	Closed system	Impermeable rock	Richter scale		
Urban belt	Push factor	Gated communities	Geographic Information Systems (GIS)	Open system	Carbonate rock	Modified Mercalli Scale		
Urban forestry			Brand artefact	Residence time	Subduction	Moment Magnitude Scale		
			Brandscape	Water cycle budget	Upper mantle	Seismometer		
			Quantitative data	Cryosphere	Carbonaceous rock	Seismograph		
			Urban design	Phytoplankton	Stratiform cloud	Rift valley		
				Sequestration	Advection	Scarp face/fault scarp/escarpment		
				Water balance	Cirrus cloud	Magnitude		
			Key settlement	Dew point	Dew point	Liquefaction		
			Threshold population	Catchment	Fog	Landslides		
			Edge city	River discharge	Environmental Lapse Rate (ELR)			
			Conurbation	Cumuliform cloud	Dry Adiabatic Lapse Rate (DALR)			
				Saturated Adiabatic Lapse Rate (SALR)	Anthropogenic emissions			
			Player	Instability	Carbonation			
			Comprehensive redevelopment	Stability	Chelation			
			Green belt	Conditional stability	Biodiversity			

Spring 1



# Prince William School Geography Key Vocabulary



	Year 11		Year 12		Year 13			
Spring 1	People of the Planet		Human Rights		Earth's Life Support System		Hazardous Earth	
			UNDR Civil society MDGs SDGs Norms International treaties UNCRC	Unicef IMR Intervention Humanitarian intervention Forced labour MMR GGGI Modern slavery	Infiltration Recharge Lithification Absolute humidity Relative humidity Shifting cultivation Monoculture	Downwelling Upwelling Leaching Porosity Albedo Dark soils Net Primary Productivity (NPP)	Viscosity Explosive Effusive Stratovolcanoes Composite cone volcanoes Sills Dykes	Denudation Archipelago
Spring 2	Environmental Threats to our Planet		Global Migration		Earth's Life Support Systems		Hazardous Earth	
	Climate change	Hadley cell	Katabatic wind	Push factor	Tree line	Syncline	Active volcano	
	Quaternary geological period	Trade wind	Thermocline	Pull factor	Heat balance	Artesian pressure	Dormant volcano	
	Glacial period	Atmospheric air pressure	El Nino	Intervening obstacle	Permafrost	Artesian aquifer	Extinct volcano	
	Inter-glacial period	High pressure	La Nina	Multiplier effect	Active layer	Potentiometric surface	Vulnerability	
	Global warming	Low pressure	Drought	Diaspora	Carbon sink	Carbon Capture and Storage (CCS)	Disaster risk equation	
	IPCC	Prevailing wind	Tropical storm	Internally Displaced Person	Carbon source	Carbon fertilisation	Resilience	
	Hemisphere	Rain shadow	Coriolis effect	Intra-regional migration	Dynamic equilibrium	Diurnal change	Park model	
	Latitude	Monsoon	Eye wall	International migrant stock	Negative feedback loop	Seasonal change		
	Troposphere		Inter-tropical convergence zone (ITCZ)	Human Rights		Positive feedback loop	Photoperiod	
Climate zone		Grey water	NATO	Gavi alliance	Lag time	Glacial period		
			OSCE	Global governance				
			ASEAN	Geopolitics				
Polar cell		Desalinisation	ICRC		Extraction	Interglacial period		
Ferrel cell					Abstraction	Water table		
Summer 1	Environmental Threats to our Planet		Global Migration		Earth's Life Support System		Revision	
	IPCC	Sunspot	Precession	Inter-regional migration	Economic migrants	Desertification	Carbon offsets	
	King tide	Greenhouse effect	Axial tilt	Lee Model	Migrant remittances	Land degradation	Anaerobic respiration	
	Salinisation	Enhanced greenhouse effect	Eccentricity		Refugees	Overcultivation	Semi-arid	
	Environmental refugees	Sunspot	Volcanic winter		Asylum seekers	Overgrazing	Kyoto Protocol	
	Milankovitch cycle				Net migration	Polyculture	Paris Agreement	
				Immigration	Cap and trade	Inter-governmental Panel on Climate Change (IPCC)		
				Emigration	Carbon credit			
Summer 2			NEA and fieldwork					
			Quantitative data	Primary data				
			Qualitative data	Secondary data				
			Frequency	Literature review				
			Random sampling	Interquartile range				
			Systematic Sampling	Spearman's Rank Correlation Coefficient				
			Stratified sampling	Chi Squared test				
			Range	Significance testing				
			Median					
			Mode					
		Mean						