Geography Curriculum Map & Skills 2025-26

TERM	CONTENT AND SKILLS				
	YEAR 7	**YEAR 8**	**YEAR 9**	**YEAR 10**	**YEAR 11**
AUTUMN	**GEOGRAPHY AND YOU – OUR LOCAL AREA** **Welcome to Geography** **What makes a nosey geographer?** **The importance of maps** **Sense of place** **Knowledge of our local area(s)** Skills Literacy skills-complete sentences, list, define, comprehension, unscramble anagrams Thinking skills-match topics to part of geography, explain, give an example, list changes made by humans, think about the cost of living, answer a broad geographical question, suggest reasons, describe how people use resources, describe how people changed a place, suggest disadvantages Choose and then explain your choice, rank in order of usefulness Geographical skills- study photos for clues Geographical skills-write a list, name the country and continent, describe location using geographical terms, interpret a map Draw a map, add labels, annotate, interpret photos Describe, compare, suggest a reason, outline an impact, explain, give an opinion, justify Interpret a table of data, use data, write extended answers, use a writing frame Choose, give an example, discuss verbally, give evidence, examine, assess, explain the extent, give reasons Interpret a plan, Draw a plan map. **SHERINGHAM FIELDWORK**	**INTERNATIONAL DEVELOPMENT - CHINA** **International development – indicators of development** **Global development patterns** **China's place in the world** **China: A little history** **China's physical geography** **Where is everyone?** **How Shenzhen became a megacity** **Life in rural China** **What about the environment?** **What's the Belt and Road Initiative** **The Three Gorges Dam** Skills Interpret maps. Compare maps, Use a map scale Comprehension Estimate land area Explain links. Suggest benefits and drawbacks of borders. Use common sense and prior knowledge to produce a reasoned explanation Define a key term Explain how China is governed, Outline causes of the First Opium War. Describe location of Taiwan. Explain a political relationship, Comment on political ideas. Use common sense and prior knowledge to give a reasoned explanation. Suggest advantages of different political regimes. Begin a spider diagram to summarise Analyse and interpret maps Define key terms, Unscramble an anagram Describe a pattern. Use common sense and prior knowledge to provide	**Each topic followed by summative assessment** **NATURAL HAZARDS – CLIMATE CHANGE** **Climate Change- Global and UK focus** **What is the evidence for climate change?** **What are the natural causes of climate change?** **What are the human causes of climate change?** **Managing the impacts of climate change** Skills Describing patterns of distribution in maps and graphs. Carrying out research. Using numerical data. Presenting data using different graphical techniques. Drawing and labelling diagrams.	**Each topic followed by summative assessment** **THE LIVING WORLD** **Ecosystems** **Introducing a small-scale ecosystem** **How does change affect ecosystems?** **Introducing global ecosystems** Skills Drawing labelled maps and diagrams. Drawing a climate graph. Literacy-writing a news report. Finding evidence from photos. Describing patterns from maps and data. Using numerical data. Carrying out personal research. **TROPICAL RAINFOREST** **Environmental characteristics of tropical rainforests** **Causes of deforestation in Malaysia** **Impacts of deforestation in Malaysia** **Managing tropical rainforests** **Sustainable management of tropical rainforests** **HOT DESERTS** **Environmental characteristics of hot deserts** **Opportunities for development in hot deserts** **Challenges of development in hot deserts**	**Each topic followed by summative assessment** **A CHANGING ECONOMIC WORLD** **THE DEVELOPMENT GAP** **Our unequal world** **Measuring development** **The Demographic Transition Model** **Changing population structures** **Causes of uneven development** **Uneven development – wealth and health** **Uneven development – migration** **Reducing the gap** **Reducing the gap – aid and intermediate technology** **Reducing the gap – fair trade** **Reducing the gap – debt relief** **Reducing the gap – tourism** Skills Comparing countries using a range of social and economic measures of development. Interpreting population pyramids. Using numerical data, Finding information from photos. Describing patterns of distribution. Presenting data using different graphical techniques. **Personal development:** Comparing lives with pupils living in other countries or other parts of the UK. Role of children in LICs

Understanding of the geography of Sheringham
Identification of the concept of local sustainability
Development of basic urban fieldwork skills
Analysis of fieldwork data
Writing conclusion and evaluations based on our enquiry question

Skills
Interpret a bar chart, copy and complete, count, calculate, create and answer questions using command words
Interpret historical maps, cross reference maps, interpret and draw a compass, interpret a political map
Write a set of instructions
Decide how to draw a plan, explain why some items are not shown on a plan, prepare instructions for drawing a plan
Interpret a sketch map, write directions, draw a sketch map, compare a sketch map and an atlas map, practise observing to improve mental maps
Identify one's own mental maps, give reasons, make comparisons and judgements
Interpret an aerial photo and draw a sketch map from it, compare a sketch map and a map drawn to scale, find a place on a map, give and use simple grid references
Devise a scoring system, find similarities and differences, assess the value of grid lines
Interpret a map and compare an aerial photo and a map
Write directions for someone else to follow
Assessment: November

EXPLORING BRITAIN

Your island home
It's a jigsaw

reasoned explanations, Describe the climate, justify a choice, add summary notes to a spider diagram
Analyse and interpret a choropleth map.
Analyse a variety of maps. Interpret a table, Interpret and analyse a line graph
Define a key term, Comprehension
Use common sense and prior knowledge to provide reasoned explanations. Use empathy, common sense and text analysis to present different points of view
Interpret a map. Compare photographs, Interpret photos
Define a key term
Describe location. Use common sense and prior knowledge to provide reasoned explanations. Expand a definition, Provide an example of innovation
Interpret photos
Define a key term
Use common sense and prior knowledge to provide reasoned explanations.
Describe a scene. Use empathy, common sense and text analysis to present different points of view, Make predictions
Interpret and analyse photos, Interpret and analyse a table
Comprehension
Manipulate data
Use common sense and prior knowledge to reach a reasoned decision
Interpret a map
Comprehension
Use common sense and prior knowledge to provide a reasoned explanation.
Describe a route. Evaluate information to reach a conclusion
Assessments: October

POPULATION AND URBANISATION

Global population change
Urbanisation around the world
Push and pull factors
Where is Kenya?
Kenya's changing population
Nairobi
Life in the slums

NATURAL HAZARDS - TECTONICS
What are natural hazards?

TECTONIC HAZARDS

Distribution of earthquakes and volcanoes
Physical processes at plate margins
The effects of earthquakes
Living with the risk from tectonic hazards
Reducing the risk from tectonic hazards

Skills
Using different graphical techniques to present information.
Carrying out personal research.
Drawing and annotating diagrams and sketches.
Describing and interpreting information from maps and graphs.
Finding evidence from photographs.
Using OS maps.
Geographical Enquiry.
Graphicacy and visual literacy.
Geographical communication.
Drawing and labelling a cross-section, performing simple calculations, filling in a table using information from the text.
Answering questions based on maps, drawing diagrams, calculations involving change of units, coming up with reasons, predicting future changes.
Interpreting maps, copying and labelling a diagram, explaining a set of facts by comparing maps.
Interpreting a map and photos, giving reasons and explanations, coming up with ideas.
Making and labelling a larger copy of a diagram, analysing photos, writing an eye-witness account, finding explanations and sequencing.
Drawing a sketch map based on a photo, finding information and presenting arguments.
Using a glossary, matching words to definitions, writing to a word limit, comparing development indicators,

Causes of desertification in hot deserts
Reducing desertification in hot deserts

compared to HICs.

A CHANGING ECONOMIC WORLD

Nigeria – a newly emerging economy
Exploring Nigeria
Nigeria in the wider world
Balancing a changing industrial structure
The impact of transnational corporations
The impacts of international aid
Managing environmental issues
Quality of life in Nigeria

Skills
Comparing countries using a range of social and economic measures of development.
Interpreting population pyramids.
Using numerical data,
Finding information from photos.
Describing patterns of distribution.
Presenting data using different graphical techniques.

	What's our weather like? **Who are we?** **Where do we live?** **How are we doing?** **London, our capital city** **Our links to the wider world** Skills Interpret a satellite image, compare two maps to identify physical features, Interpret and compare photos, describe the location of the British Isles Explain, give reasons to justify a choice, suggest jobs, think of advantages and disadvantages of living on an island. Interpret maps, interpret proportional diagram, interpret table, construct a time line. Calculate area and population Describe today's weather, interpret a choropleth map, interpret a weather map, Interpret a diagram Use specified terms as part of a description, Define, Use a glossary Explain, Give reasons, explain the difference, Suggest how changes in climate could affect people Identify push and pull factors, interpret a graph, describe a graph, Notice a pattern. Calculate the increase in population Give examples from specified categories, give historical reasons, choose a place to migrate to, Predict difficulties Use averages, Calculate the difference Comprehension Describe the location of London, interpret maps, use scale, interpret a satellite image, interpret a line graph, Interpret maps Think of famous buildings and structures, give evidence, give reasons, Justify, decide if a statement is true or false, provide reasons to explain London's growth Suggest benefits of trade, think of different forms of travel. **Assessments: February** **EUROPEAN TOUR** **The human geography of Europe**	**Conflict in Kenya** **How can we make cities more sustainable?** Skills Interpret photos, Interpret a graph Define key terms, Explain change, Describe characteristics, Write a letter Suggest reasons Interpret maps, Analyse a line graph, Interpret images Describe location, Explain success, Explain changes, Describe processes, Write an article Manipulate data Define key terms, State aims, Explain, Compare Suggest an explanation, Present a reasoned argument Analyse a choropleth map. Interpret a photo, Analyse a scatter graph Identify main factor, Write a reasoned explanation Use common sense and prior knowledge to make reasoned suggestions Define key terms Identify push and pull factors, Explain/make links between topics, Use common sense and prior knowledge to identify push and pull factors from a different perspective Interpret a choropleth map Define key terms, Explain Consider importance of factors, Consider the needs of different groups, Suggest reasons Draw a labelled field sketch, Analyse photos. Consider problems and possible solutions. Make a choice and explain it. Analyse photos. Define key terms, List four stages. Match cities with stages and explain decisions. Identify measures that match aims. Suggest suitable changes for a local area **Assessment: December** **Personal development** Appreciate how peoples values and attitudes differ and may influence social, environmental, economic and political issues **ECOSYSTEMS**	understanding implications of data use. **PHYSICAL**	**URBAN ISSUES AND CHALLENGES**	**MOCK EXAMS** **THE CHANGING UK ECONOMY**
SPRING					

The history of the European Union **European cultures** **Physical features of Europe** **River landscapes** Skills Interpret maps of Europe Interpret and compare photos, describe the location of Europe Define. Use a glossary, include specified terms in a descriptive paragraph Explain, give reasons to justify a choice, suggest jobs, think of advantages and disadvantages of living in different European countries, justify. Interpret maps, interpret proportional diagram, interpret table, construct a time line Calculate area and population List, come up with appropriate labels for a timeline, unscramble anagrams Suggest reasons Describe today's weather. Interpret a choropleth map. Interpret a weather map, Interpret a diagram Use specified terms as part of a description, Explain. Give reasons, explain the difference. Suggest how changes in climate could affect people Identify push and pull factors. Interpret a graph, Describe a graph, Notice a pattern Calculate the increase in population Match a group with a term. Give examples from specified categories, Give historical reasons, Use averages, Calculate the difference Comprehension Come up with examples. Draw a spider map. Give evidence, Explain, Suggest reasons Describe the location of Europe's rivers. Interpret maps. Use scale. Interpret a satellite image, Interpret a line graph. Interpret maps Write a list. Unscramble anagrams Think of famous buildings and structures. Suggest. Give evidence. Give reasons. Justify. Decide if a statement is true or false. Explain the formation of river landscapes using diagrams and modelling.	**Climate and ecosystems** **The savannah** **What are we doing to the savannah biomes?** **New hope for the savannah?** **Humans in the savannah** Skills Studying photos, using geographical imagination, coming up with an example from existing knowledge. Completing statements using the text, arranging in a logical sequence, responding to an opinion. Analysing a map, saying which continents countries are in, using a map to deduce geographical facts, interpreting a bar graph, making a connection. Analysing a satellite image, writing an action plan, identifying who benefits. **Assessments: February** **Personal development:** Ecosystems Appreciate how people's values and attitudes differ and may influence social, environmental, economic and political issues. Exploring the social, economic, environment and political connections between places **ANTARCTICA** **Where is Antarctica?** **Climate of Antarctica** **Antarctica's history** **Biodiversity of Antarctica** **What is Antarctica used for?** **What are the threats?** **What does the future hold?**	**LANDSCPAES IN THE UK** **The UK's relief and landscapes** Skills Drawing cross sections. Drawing labelled sketches and diagrams. Drawing sketches from photos. Using and describing information in photos. Using OS and atlas maps. Literacy-describing landforms and processes. **COASTAL LANSCAPES** **Wave types and their characteristics** **Weathering and mass movement** **Coastal marine processes** **Coastal erosion processes** **Coastal deposition landforms** **Coastal erosion landforms at Swanage** **Managing coasts – hard engineering** **Managing coasts – soft engineering** **Managing coasts – coastal retreat** **Coastal management at Lyme Regis** **Personal development** Fieldwork focuses on coastal and tourism issues in Hunstanton Skills Analyse information on a diagram, Define key terms, Analyse photos List factors, Write a blog entry Use evidence to draw conclusions Analyse a photo and a diagram List and describe key terms, make links Use evidence to reach a conclusion, Identify similarities and differences between river and coastal processes Identify processes that created different landforms, Make annotated sketches of photos to aid explanations, Use and	**THE URBAN WORLD** **An increasingly urban world** **The emergence of megacities** **Introducing Rio de Janeiro** **Social challenges in Rio** **Economic challenges in Rio** **Improving Rio's environment** **Managing the growth of squatter settlements** **Planning for Rio's urban poor** Skills Using numerical data. Finding evidence from photos. Describing population trends from graphs. Using a variety of graphic techniques to present data. Literacy skills-describing information in photos and preparing a presentation **Personal development** Understanding different cultures is a key part of the Geography course at GCSE level. Social issues that are explicitly recognised in an urban environment. Issues relating to: Lack of housing Ethnic segregation Traffic Run down areas	**Changes in the UK economy** **A post-industrial economy** **UK science and business parks** **Environmental impacts of industry** **Changing rural landscapes in the UK** **Changing transport infrastructure** **The north-south divide** **The UK in the wider world** Skills Comparing countries using a range of social and economic measures of development. Interpreting population pyramids. Using numerical data, Finding information from photos. Describing patterns of distribution. Presenting data using different graphical techniques. **NATURAL HAZARDS - WEATHER** **Weather Hazards & Tropical Storms** **Global atmospheric circulation** **Where and how are tropical storms formed?** **The structure and features of tropical storms** **Typhoon Haiyan – a tropical storm** **Weather hazards in the UK** **The Somerset Levels floods 2014** **Extreme weather in UK** Skills Using different graphical techniques to present information. Carrying out personal research. Drawing and annotating diagrams and sketches. Describing and interpreting information from maps and graphs. Finding evidence from photographs.

	Suggest benefits of trade, think of different forms of travel. Choose to agree or disagree with a statement, **Assessments: April**	Skills Studying photos, using geographical imagination, coming up with an example from existing knowledge. Analysing a map, using a map to deduce geographical facts, interpreting a bar graph, making a connection. Studying and creating climate graphs Using information to organise flow diagrams Using understanding of place to explain about the threats and how to manage them effectively Evaluating the strategies used to manage place Identifying land use and explaining reasons for patterns **Assessment: April**	annotated sketch to make a prediction Define key terms Explain, Predict Use photos to identify coastal land uses, Use a map to identify seaside resorts and ports, Interpret a table, Discuss usefulness of different types of graphs, Present data in a graph Unscramble words, Define key terms Use data and percentages Justify opinions, Explain conflicts, Use common sense and prior knowledge to construct a reasoned explanation and argument Read an OS map, Interpret OS map symbols, Use grid references, Us the map scale, Match photos to an OS map, Draw a sketch map Write explanatory sentences based on a map and photographic data, Write a blog entry Make a simple time calculation Use prior knowledge to reach conclusions, Analyse a photo to reach reasoned decisions, Plan a route and a schedule, Consider the possible benefits of increasing the number of flights into Newquay and whether this would be sustainable, Plan a blog including illustrations Write an explanation based on a diagram Write explanatory sentences, Define key terms Explain what causes big waves, Apply knowledge to explain a physical result, Use common sense and prior knowledge to reach a reasoned conclusion Provide detailed location information, Analyse photos, Compare photos, Plan a fieldwork enquiry Explain cause and effect Calculate based on known data Suggest ideas, Consider risks Write reasoned replies to different opinions Assess different forms of coastal defence. Use prior knowledge to produce a reasoned explanation. Explain how shoreline management plans affect funding decisions, Make predictions based on prior knowledge		Using OS maps. **ISSUE EVALUATION** Critical thinking. Problem solving. **Personal development** **Examples specifically related to:** Healthy relationships/ friendships Health Education / mental health / physical health preventing poor health (personal hygiene)/ basic first aid/ adolescence
SUMMER	**FANTASTIC PLACES** **What makes a place**	**GIS & FIELDWORK** **The fieldwork that changed the**	**RIVER LANDSCAPES** **Changes in rivers and their**	**URBAN ISSUES AND CHALLENGES**	**ISSUE EVALUATION**

	fantastic? **Explore human characteristics and processes of places in Oceania, Asia, South America and North America** **Explore physical characteristics and processes of places in Oceania, Asia, South America and North America** Skills Interpret a world map Comprehension, define key terms. Explain why a world map is useful, State the extent. Suggest questions. Provide an outline, Suggest difficulties Draw a field sketch Demonstrate understanding of key terms. Define a key term Explain different human processes in a variety of fantastic places. Justify choices. Explain how climate may affect place. Suggest an enquiry question/hypothesis. Suggest a methodology for fieldwork Analyse data. Draw conclusions. Calculate totals Suggest ways to display data Comprehension. Explain, State differences, Comment on usefulness. Comment on extent of agreement to a statement. Discuss the physical processes in a variety of fantastic places Demonstrate understanding Analyse a GIS map and aerial photo. Analyse virtual reality videos. Use four figure map references. Explain and give reasoned suggestions. **Assessments: June** **GLOBAL CHALLENGES** **Extreme Cities** **Extreme Pollution**	**world** **What kind of fieldwork will you do?** **What are the stages in fieldwork?** **A sample fieldwork report** **What is GIS?** **GIS in fighting crime** Skills Interpret a map Comprehension, define key terms. Explain why a map is useful, State the extent Suggest a hypothesis. Suggest questions. Provide an outline, Suggest difficulties Draw a field sketch Change hypotheses to enquiry questions and vice versa, Demonstrate understanding of key terms, Define a key term Suggest enquiry questions Explain different stages of fieldwork. Demonstrate understanding of key terms. Justify choices, Define key terms Explain how weather may affect fieldwork. Suggest an enquiry question/hypothesis, Suggest a methodology for fieldwork Present data Analyse data. Draw conclusions. Evaluate an enquiry Calculate totals Suggest ways to display data Interpret a heat map Comprehension. Define key terms, Explain, State differences, Comment on usefulness. Comment on extent of agreement to a statement, Discuss Demonstrate understanding Analyse a GIS map and aerial photo. Use four figure map references, Define a key term Explain and give reasoned suggestions. Use map skills and common sense to identify and analyse crime hotspots. Suggest reasons, Consider the role of aerial photos as part of a crime GIS menu Suggest data collection techniques **WEATHER AND CLIMATE** **Weather: what, why and where?**	**valleys** **Fluvial(river) processes** **River erosion landforms** **River erosion and deposition landforms** **River landforms on the River Tees** **Factors increasing food risk** **Managing floods – hard engineering** **Managing floods – soft engineering** **Managing floods at Banbury** Skills Draw and label a sketch map from a map Extract facts Explain facts, suggest a reason Draw and label diagrams to explain key processes Find words to match definitions, write a radio report Come up with explanations Interpret a map Unjumble terms and define Explain, suggest reasons Interpret photos and deduce processes, Compare, Explain Match terms to definitions Consider how processes affect a river's features Match landforms to processes, Draw diagrams to show how landforms form, Interpret a photo to deduce processes, Draw a sketch map from it Define Make a prediction Interpret an OS map and identify river uses Make deductions about river use, Explain choices Suggest reasons and explain Interpret photos Unscramble anagrams. Interpret drawings Write a list to summarise Arrange in logical order, Classify, deduce and explain, Deduce and think of solutions Interpret an OS map, Interpret photos Interpret a bar chart showing monthly rainfall Write a radio report	**URBAN CHANGE IN THE UK** **Where do people live in the UK?** **Introducing London** **How can urban change create social opportunities?** **How can urban change create economic opportunities?** **How can urban change affect the environment?** **Environmental challenges in London** **Social inequality in London** **New housing for London** **London Docklands and Stratford regeneration** **Urban sustainability** **Planning for urban sustainability** **Sustainable living in Freiburg** **Sustainable traffic management strategies** Skills Using numerical data. Finding evidence from photos. Describing population trends from graphs. Using a variety of graphic techniques to present data. Literacy skills-describing information in photos and preparing a presentation. **Fieldwork skills (Paper 3)** **Investigating coastal processes and management** **Primary data collection in coastal fieldwork** **Processing and presenting coastal fieldwork** **Analysis and conclusions – coastal enquiry** **Evaluating an unseen river enquiry** Investigating variations in urban quality of life Primary data collection for urban	**GCSE Revision** **GCSE Exams**

Dark Tourism
Global Commons
Plastic Pollution
Investigation

Skills
Interpret a world map
Comprehension, define key terms.
Explain why a world map is useful,
State the extent.
Suggest questions. Provide an outline,
Suggest difficulties
Draw a field sketch
Demonstrate understanding of key
terms. Define a key term
Explain different human processes in a
variety of fantastic places. Justify
choices.
Explain how climate may affect place.
Suggest an enquiry question/hypothesis.
Suggest a methodology for fieldwork
Analyse data. Draw conclusions.
Calculate totals
Suggest ways to display data
Comprehension. Explain, State
differences, Comment on usefulness.
Comment on extent of agreement to a
statement. Discuss the physical
processes in a variety of fantastic places
Demonstrate understanding
Analyse a GIS map and aerial photo.
Analyse virtual reality videos. Use four
figure map references.
Explain and give reasoned suggestions.

How is heat carried around Earth?
Air pressure and our weather
Why is our weather so changeable?
What's a depression?
More about rain and clouds
What's a tropical cyclone?
Climate and climate factors
So, what's the UK's weather like?
Measuring the weather
Climates around the World

Skills
Analyse and describe photographs.
Interpret a diagram, Draw a labelled
diagram
Give a list of objectives. Define key
terms, Unscramble anagrams
Interpret the weather outside. Explain
physical processes. Suggest ideas for
experiments, Estimate distance
Interpret lines of latitude, Interpret
diagrams
Comprehension, Define a key term
Explain physical processes
Interpret a weather map. Use word
selections to demonstrate understanding.
Explain physical processes. Apply
information to practical examples, Give
a weather forecast
Interpret lines of latitude. Interpret
diagrams. Interpret photos, Draw and
label weather symbols
Comprehension, Define key terms
Explain air masses and why they matter.
Apply understanding of physical
processes to support reasoned
conclusions. Use word selections to
demonstrate understanding
Analyse a satellite image, Analyse a
weather chart
Define key terms. Write in the style of a
weather forecast, Write in the style of a
weather warning
Explain physical processes. Explain why
satellite images are useful in forecasting,
Forecast the weather. Describe possible
weather conditions. Suggest possible
weather warnings. Offer simple
explanations, Design and label an
umbrella
Analyse a map, analyse a photo
Define a key term

Explain, Give reasons, Come up with
suggestions, Deduce damage from
photos
Interpret photos, Draw sketch map and
diagrams, Sketch design
Define, Write a response to an opinion
Assess solutions. Evaluate opinion.
Decide on a response, Come up with
ideas for a flood-proof house

RESOURCE MANAGEMENT

Resource management
The global distribution of resources
Provision of food in the UK
Provision of water in the UK
Provision of energy in the UK

Skills
Describing patterns of distribution in
maps and graphs.
Carrying out research.
Using numerical data.
Presenting data using different graphical
techniques.
Drawing and labelling diagrams.

RESOURCE MANAGEMENT

Energy management
Global energy supply
The impact of energy security
How can energy supply be increased?
Peru small scale hydro project
Sustainable energy supplies

Skills integration
Cartographic
Graphical
Numerical
Statistical
Data

fieldwork
Processing and presenting urban
fieldwork
Analysis and conclusions – urban
fieldwork
Evaluating an urban enquiry

Fieldwork Investigations (Paper 3)

Enquiry process.
Inter-relationships.

Skills
Investigating variations in urban
quality of life
Primary data collection for urban
fieldwork
Processing and presenting urban
fieldwork
Analysis and conclusions – urban
fieldwork
Evaluating an urban enquiry

Personal development
Local Field trips covering a number
of aspects relevant to the
specification allow students to
engage with the beauty of the
physical and human environment

| | | Provide a reasoned explanation based on a map, Reasoned explanations to support conclusions. Select relevant key terms. Explain cloud formation. Describe possible weather conditions, Explain the importance of rain Analyse a map. Analyse a satellite image. Describe from a photo, Compare satellite photos Define a key term, List alternative names Explain use of the word tropical. Explain hazardous nature of different aspects of hurricanes. Explain facts about hurricanes, Suggest reasons Interpret diagrams, Interpret a table Define a key term. Write questions to match answers Match statement to a key term. Write sentences to show understanding of key terms. Explain how physical processes affect climate. Identify factors which affect rainfall Analyse climate data table. Interpret relief map, Analyse a climate graph Comprehension, Justify statements/choices Explain physical processes. Interpret climate data to reach reasoned conclusions. Use common sense and prior knowledge to explain circumstances, Assess the usefulness of data displayed in different formats, Assess the usefulness of average data Analyse and interpret a climate map and its key and its key. Interpret a map of winds and currents, Analyse and interpret a climate graph Define key terms Provide reasoned explanations, Predict **Assessments: July** | | | |