

## Geography

### Curriculum Overview

All children are entitled to a curriculum and to the powerful knowledge which will open doors and maximise their life chances. Below is a high-level overview of the critical knowledge children will learn and in this particular subject, at each key stage from Year 1 to Year 11, in order to equip students with the cultural capital they need to succeed in life. The curriculum is planned vertically and horizontally giving thought to the optimum knowledge sequence for building secure schema.

#### Knowledge; skills and understanding to be gained at each stage\*

		Cycle 1	Cycle 2	Cycle 3
Year 1	Unit(s)	<p><b>Is Flying Really Magical?</b> Focus: Mapping; aerial photographs; Seasonal changes; Human/physical features of Bradford.</p> <p><b>Is it possible to be good and bad?</b> Focus: Mapping journeys; geographical vocab to describe locality</p>	<p><b>Are we all wild things?</b> Focus: UK Capital cities; Ocean and seas which surround the UK; islands.</p> <p><b>Does size really matter?</b> Focus: UK and its manmade and natural landmarks.</p>	<p><b>Could a penguin survive in Bradford?</b> Focus: Key features of Bradford (City Park trip); Europe; Polar regions.</p> <p><b>Can we save the world?</b> Focus: Endangered animals-habitats in hot/cold places; animal migration.</p>
	Key Concepts	Travel, Innovation, Justice, Conflict.	Adversity, Survival, Innovation, Civilisation, Excellence	Adversity, Survival, Activism, Belonging, Environment, Migration.
	Skills Introduced	<ul style="list-style-type: none"> <li>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map.</li> <li>use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</li> </ul>	use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.	use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.
	Skills Revisited			
	Knowledge Introduced	<ul style="list-style-type: none"> <li>identify seasonal and daily weather patterns in the UK</li> <li>use basic geographical vocabulary to refer to key physical and human features (of a city).</li> </ul>	<ul style="list-style-type: none"> <li>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> </ul>	<ul style="list-style-type: none"> <li>name and locate Europe &amp; Antarctica</li> <li>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom</li> <li>identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</li> </ul>
	Knowledge Revisited			<ul style="list-style-type: none"> <li>identify seasonal and daily weather patterns in the United Kingdom.</li> </ul>
Year 2	Unit(s)	<p><b>Do pumpkins really come from the supermarket?</b> Focus: local farming</p> <p><b>Can you judge a person by their clothes?</b> Focus: places explorers went</p>	<p><b>What should I do if I get lost?</b> Focus: compass points and maps</p>	<p><b>If you were on a journey, where would it take you?</b> Focus: Scarborough/Valley Parade/Qaitbay</p>



	<b>Key Concepts</b>	Adversity, Survival, Innovation, Civilisation, Travel, Change.	Innovation, Change.	Travel, Innovation.
	<b>Skills Introduced</b>		use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.	use and construct basic symbols in a key (for a map.)
	<b>Skills Revisited</b>	<ul style="list-style-type: none"> <li>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</li> </ul>	<ul style="list-style-type: none"> <li>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</li> </ul>	<ul style="list-style-type: none"> <li>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map.</li> <li>use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</li> </ul>
	<b>Knowledge Introduced</b>	<ul style="list-style-type: none"> <li>name and locate the world's seven continents.</li> <li>understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country.</li> </ul>	<ul style="list-style-type: none"> <li>name and locate the world's five oceans.</li> </ul>	<ul style="list-style-type: none"> <li>use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> <li>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</li> </ul> </li> </ul>
	<b>Knowledge Revisited</b>	<ul style="list-style-type: none"> <li>name and locate Europe</li> <li>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> <li>identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> <li>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</li> </ul>	<ul style="list-style-type: none"> <li>name and locate the world's seven continents</li> <li>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> <li>identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</li> </ul>	<ul style="list-style-type: none"> <li>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</li> </ul>
<b>Year 3</b>	<b>Unit(s)</b>	<p><b>Could Year 3 have survived the Stone Age?</b> Focus: UK and other key prehistoric settlements.</p> <p><b>What makes each continent unique?</b> Focus: Countries of the World.</p>	<p><b>Are all cities like Bradford?</b> Focus: UK Cities.</p> <p><b>How does it feel to come to a new country?</b> Focus: comparison to UK.</p>	<p><b>Would we like to have been a Victorian child?</b> Focus: UK, local geography linked to woolen mills/trade.</p>
	<b>Key Concepts</b>	Innovation, Adversity, Settlement, Survival, Change, Resilience, Environment,	Migration, Adversity, Equality, Freedom, Community, Integration, Prejudice, Discrimination, Belonging,	Empire, Power, Innovation, Survival, Resilience, Equality, Rights, Compassion.



			Settlement, Identity, Change, Compassion, Citizenship.
<b>Skills Introduced</b>	<ul style="list-style-type: none"> <li>• use maps, atlases, globes to locate countries and describe features studied.</li> <li>• use the eight points of a compass <i>and</i> four figure grid references, to build their knowledge of the United Kingdom and the wider world.</li> </ul>		<ul style="list-style-type: none"> <li>• use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul>
<b>Skills Revisited</b>			<ul style="list-style-type: none"> <li>• use maps, atlases, globes to locate countries and describe features studied.</li> <li>• use the eight points of a compass <i>and</i> four figure grid references, to build their knowledge of the United Kingdom and the wider world.</li> </ul>
<b>Knowledge Introduced</b>	<ul style="list-style-type: none"> <li>• locate the world's countries, using maps.</li> <li>• ...using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</li> <li>• identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</li> <li>• describe and understand key aspects of physical geography, including: climate zones.</li> <li>• describe and understand key aspects of human geography, including: types of settlement and land use.</li> </ul>	<ul style="list-style-type: none"> <li>• name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers).</li> <li>• understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North America.</li> </ul>	
<b>Knowledge Revisited</b>		<ul style="list-style-type: none"> <li>• locate the world's countries, using maps.</li> <li>• identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</li> </ul>	<ul style="list-style-type: none"> <li>• describe and understand key aspects of physical geography, including: climate zones.</li> <li>• describe and understand key aspects of human geography, including: types of settlement and land use.</li> </ul>
<b>Year 4</b>	<b>Unit(s)</b>	<b>Where does all the water in the world come from?</b>	<b>Are all European cities alike?</b> Focus: France/UK comparison
			<b>What did the Romans do for us?</b>



	<p>Focus: Rivers, water bodies and the water cycle.</p> <p><b>What if there was no more rainforest?</b> Focus: Geography – Rainforest/UK comparison.</p>	<p><b>Is it important that our achievements are remembered?</b> Focus: Geography – Egypt.</p>	<p>Focus: Roman Empire including Italy, Britain.</p>
<b>Key Concepts</b>	Innovation, Adversity, Settlement, Change, Resilience.	Civilisation, Power, Innovation, Belief, Citizenship, Settlement, Excellence.	Migration, Invasion, Empire, Conflict, Power, Innovation, Legacy, Belief, Change, Excellence.
<b>Skills Introduced</b>	<ul style="list-style-type: none"> <li>use six-figure grid references to build their knowledge of the United Kingdom and the wider world.</li> </ul>	<ul style="list-style-type: none"> <li>use digital/computer mapping to locate countries and describe features studied.</li> </ul>	
<b>Skills Revisited</b>	<ul style="list-style-type: none"> <li>use the eight points of a compass and four-figure grid references</li> <li>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> </ul>	<ul style="list-style-type: none"> <li>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>use the eight points of a compass <i>and</i> four and six-figure grid references to build their knowledge of the United Kingdom and the wider world.</li> </ul>	
<b>Knowledge Introduced</b>	<ul style="list-style-type: none"> <li>describe and understand key aspects of physical geography, including: rivers and the water cycle (linked to Science work on States of Matter.)</li> <li>describe and understand key aspects of physical geography, including: biomes and vegetation belts.</li> <li>describe and understand key aspects of human geography, including: economic activity including trade links.</li> <li>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and South America.</li> </ul>	<ul style="list-style-type: none"> <li>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country.</li> </ul>	<p><i>Previous knowledge (see below) will be revisited with a new context, meaning new place-specific knowledge will be taught.</i></p>
<b>Knowledge Revisited</b>	<ul style="list-style-type: none"> <li>locate the world's countries, using maps.</li> <li>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</li> <li>describe and understand key aspects of physical geography, including: climate zones.</li> </ul>	<ul style="list-style-type: none"> <li>describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts</li> <li>locate the world's countries, using maps.</li> <li>...using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</li> <li>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</li> <li>describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links.</li> </ul>	<ul style="list-style-type: none"> <li>describe and understand key aspects of physical geography, including: climate zones</li> </ul>



		<ul style="list-style-type: none"> <li>describe and understand key aspects of human geography, including: types of settlement and land use.</li> </ul>	
Year 5	<b>Unit(s)</b>  <b>Should children be allowed to travel to space?</b> Focus: rocket launch sites.  <b>What does it mean to be British?</b> Focus: origins of invaders.	<b>Is New York really the greatest city in the world?</b> Focus: Cities of the world.  <b>How do the events of the past affect what we see around us today?</b> Focus: changing land use in the UK.	<b>What have the ancient Greeks left behind?</b> Focus: Greece.
	<b>Key Concepts</b>	Migration, Invasion, Conflict, Power, Freedom, Integration, Belonging, Settlement, Identity, Change.	Empire, Civilisation, Power, Democracy, Innovation, Legacy, Belief, Change, Excellence.
	<b>Skills Introduced</b>	<ul style="list-style-type: none"> <li>use symbols and key-(on maps) to build their knowledge of the United Kingdom and the wider world.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
	<b>Skills Revisited</b>	<ul style="list-style-type: none"> <li>use the eight points of a compass and four and six-figure grid references.</li> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> </ul>	<ul style="list-style-type: none"> <li>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> <li>use the eight points of a compass, four and six-figure grid references, symbols and key (on maps) to build their knowledge of the United Kingdom and the wider world.</li> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> </ul>
	<b>Knowledge Introduced</b>	<i>Previous knowledge (see below) will be revisited with a new context, meaning new place-specific knowledge will be taught.</i>	<ul style="list-style-type: none"> <li>describe and understand key aspects of human geography, including: the distribution of natural resources including energy, food, minerals and water.</li> <li>name and locate counties and cities of the United Kingdom, geographical regions and their land-use patterns; and understand how some of these aspects have changed over time.</li> <li>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North America.</li> </ul>
	<b>Knowledge Revisited</b>	<ul style="list-style-type: none"> <li>describe and understand key aspects of physical geography, including: climate zones.</li> <li>describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links.</li> </ul>	<ul style="list-style-type: none"> <li>locate the world's countries, using maps.</li> <li>...using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</li> <li>describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts.</li> <li>describe and understand key aspects of human geography,</li> </ul>



		including: types of settlement and land use, economic activity including trade links.	Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).	
		<ul style="list-style-type: none"> <li>locate the world's countries, using maps.</li> <li>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers).</li> <li>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</li> </ul>	<ul style="list-style-type: none"> <li>describe and understand key aspects of physical geography, including: climate zones.</li> </ul>	
Year 6	Unit(s)	<b>Do we live in civilisation?</b> History: what was happening everywhere else in the world? Focus: Locations of Early Civilizations.	<b>How does the earth's movement affect lives?</b> Focus: Mountains, Earthquakes and Volcanoes.	<b>How did the world wars change the lives of women and children?</b> Focus: Countries involved in World Wars.
	Key Concepts	Migration, Civilisation, Innovation, Integration, Prejudice, Discrimination, Belonging, Responsibility, Identity, Belief, Change, Equality, Rights, Compassion, Excellence.	Settlement, Adversity, Survival, Resilience, Power.	Conflict, Power, Freedom, Prejudice, Discrimination, Belief, Change, Resilience, Equality, Rights, Duty, Occupation.
	Skills Introduced	<ul style="list-style-type: none"> <li>use Ordnance Survey maps to build their knowledge of the United Kingdom and the wider world.</li> </ul>		
	Skills Revisited	<ul style="list-style-type: none"> <li>use the eight points of a compass, four and six-figure grid references and symbols and key (<i>on maps</i>) to build their knowledge of the United Kingdom and the wider world.</li> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> </ul>		<ul style="list-style-type: none"> <li>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul>
			<ul style="list-style-type: none"> <li>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</li> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> </ul>	
	Knowledge Introduced	<i>Previous knowledge (see below) will be revisited with a new context, meaning new place-specific knowledge will be taught.</i>	<ul style="list-style-type: none"> <li>describe and understand key aspects of physical geography, including: mountains, volcanoes and earthquakes.</li> </ul>	<i>Previous knowledge (see below) will be revisited with a new context, meaning new place-specific knowledge will be taught.</i>
Knowledge Revisited	<ul style="list-style-type: none"> <li>describe and understand key aspects of physical geography, including: climate zones.</li> <li>describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</li> </ul>	<ul style="list-style-type: none"> <li>describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts.</li> </ul>	<ul style="list-style-type: none"> <li>describe and understand key aspects of physical geography, including: climate zones.</li> <li>Using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</li> <li>describe and understand key aspects of human geography, including: types of settlement and land use.</li> </ul>	
		<ul style="list-style-type: none"> <li>locate the world's countries, using maps.</li> </ul>		



		<ul style="list-style-type: none"> <li>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</li> </ul>		
Year 7	Unit(s)	<ul style="list-style-type: none"> <li>Development</li> <li>Rural and urban areas</li> <li>The Yorkshire Dales</li> <li>Ordnance survey maps</li> </ul>	<ul style="list-style-type: none"> <li>Migration</li> <li>Rivers</li> </ul>	<ul style="list-style-type: none"> <li>Biomes</li> <li>Fieldwork investigations</li> </ul>
	Key Concepts	<p><b>Development</b></p> <ul style="list-style-type: none"> <li>Development can be measured by a wide range of indicators and varies across the world.</li> <li>The UK is a developed country, but there are variations in development across the UK.</li> </ul> <p><b>Rural and urban</b></p> <ul style="list-style-type: none"> <li>Differences in population density and characteristics between rural and urban areas.</li> <li>Challenges of living in an urban area.</li> </ul> <p><b>The Yorkshire Dales</b></p> <ul style="list-style-type: none"> <li>Human characteristics of the Yorkshire Dales, including how conflict can occur and be managed in the Yorkshire Dales</li> <li>Physical characteristics of the Yorkshire Dales, including how the processes of weathering, erosion and the water cycle shape the landscape.</li> </ul> <p><b>Ordnance Survey maps</b></p> <ul style="list-style-type: none"> <li>Why Ordnance Survey maps are useful and the key skills required to use them.</li> </ul>	<p><b>Migration</b></p> <ul style="list-style-type: none"> <li>What is migration and what causes it?</li> <li>Migration has positives and negatives impacts for both the donor and host country.</li> <li>Impacts and reasons for migration are different around the world.</li> </ul> <p><b>Rivers</b></p> <ul style="list-style-type: none"> <li>Global water cycle and how that links to movement of water around a drainage basin.</li> <li>Fluvial processes and how they shape the landscape around a river.</li> <li>Flooding – how it happens and what is its impact.</li> </ul>	<p><b>Biomes</b></p> <ul style="list-style-type: none"> <li>Biomes are shaped by their location, which in turn influences their climate and other characteristics.</li> <li>Biomes have plants and animals that are uniquely adapted to their environment.</li> <li>People who live in biomes are shaped by their environment; there are threats to this relationship.</li> </ul> <p><b>Fieldwork</b></p> <ul style="list-style-type: none"> <li>Geographers answer questions through a process of geographical enquiry</li> <li>An effective geographical enquiry has certain characteristics.</li> </ul>
	Skills Introduced	<ul style="list-style-type: none"> <li>Mapping skills including 4&amp;6 figure grid references, contour line interpretation, use of keys, direction, scale</li> <li>Photo interpretation</li> <li>Graphicacy</li> <li>Literacy skills (describing distributions, PEEL paragraphs, evaluative writing)</li> </ul>	<ul style="list-style-type: none"> <li>Linking photographs to OS maps.</li> <li>Use of flow line maps</li> </ul>	<ul style="list-style-type: none"> <li>Data collection techniques</li> <li>Data presentation techniques</li> <li>Risk assessment skills</li> </ul>
	Skills Revisited	Compass direction, interpreting maps, graphs and photographs. 4 and 6 figure grid references, use of OS maps.	Literacy skills (describing distributions, PEEL paragraphs, evaluative writing)	Compass direction, interpreting maps, graphs and photographs. 4 and 6 figure grid references, use of OS maps.
	Knowledge Introduced	<p><b>Development</b></p> <ul style="list-style-type: none"> <li>Indicators of development: life expectancy, literacy, income, doctors per 1000, HDI.</li> <li>Global variations in development especially by continent: HICs, LICs and NEEs.</li> <li>Primary, secondary and tertiary industries and how they change as a country develops.</li> </ul> <p><b>Rural and urban</b></p> <ul style="list-style-type: none"> <li>Population density: what it means and why some areas are more densely populated than others</li> </ul>	<p><b>Migration</b></p> <ul style="list-style-type: none"> <li>Migration is the permanent movement of people from location to location and is caused by push and pull factors.</li> <li>People migrate out of the UK and into the UK. Immigration into the UK can be economic migration or refugees.</li> <li>In LICs/NEEs there are high rates of rural-urban migration; this process has impacts on both rural and urban areas.</li> </ul> <p><b>Rivers</b></p>	<p><b>Biomes</b></p> <ul style="list-style-type: none"> <li>Biomes around the world and their characteristics. The features of biomes are shaped by their location and climate.</li> <li>Plants and animals are adapted to tropical rainforest environments and deserts</li> <li>Indigenous people have a unique relationship with their environment; threats to this include climate change and the desire for resource exploitation and economic development.</li> </ul>



	<ul style="list-style-type: none"> <li>Rural areas are sparsely populated, urban areas are densely populated.</li> <li>Bradford's level of development when measured by certain indicators compared to other cities in the UK.</li> <li>Challenges of living in an urban areas: congestion, social conflict, economic inequality.</li> </ul> <p><b>The Yorkshire Dales</b></p> <ul style="list-style-type: none"> <li>The physical landscape of the UK: major seas, rivers and mountains.</li> <li>What is a national park and where is the Yorkshire Dales.</li> <li>Different users of the Yorkshire Dales, how they come into conflict and how that conflict can be managed.</li> <li>How the water cycle shapes the climate of the Yorkshire Dales</li> <li>How processes of erosion and weathering shaped the Yorkshire Dales</li> </ul> <p><b>Ordnance Survey maps</b> Relief, direction, 4 and 6 figure grid references, map symbols, distance.</p>	<ul style="list-style-type: none"> <li>Processes that take water through a drainage basin: surface run off, infiltration.</li> <li>Rivers change from source to mouth</li> <li>Formation of waterfalls</li> <li>Causes of flooding, its impacts, and how those impacts can be managed.</li> </ul>	<p><b>Fieldwork</b></p> <ul style="list-style-type: none"> <li>The process of a fieldwork investigation, starting with an enquiry question, planning, data collection, data presentation, conclusions and evaluation.</li> </ul>	
	<b>Knowledge Revisited</b>	<ul style="list-style-type: none"> <li>Ordnance Survey maps, differences between human and physical landscapes.</li> </ul>	<ul style="list-style-type: none"> <li>Processes of the water cycle, processes of weathering and erosion that shape the landscape.</li> </ul>	<ul style="list-style-type: none"> <li><i>Some of the basic features of a fieldwork investigation will have been covered at KS2 and 1, this will reinforce them.</i></li> </ul>
<b>Year 8</b>	<b>Unit(s)</b>	<ul style="list-style-type: none"> <li>Hazards</li> <li>Climate change</li> </ul>	<ul style="list-style-type: none"> <li>Resources</li> <li>Globalisation</li> </ul>	<ul style="list-style-type: none"> <li>Clothes</li> <li>Sustainability</li> </ul>
	<b>Key Concepts</b>	<p><b>Hazards</b></p> <ul style="list-style-type: none"> <li>The definition natural hazards covers a wide range of non-manmade events that have the potential to cause damage, death and destruction.</li> <li>Different factors affect the impacts of natural hazards: location, development and magnitude being some of the primary factors.</li> <li>These factors also affect the ability of countries to respond to the challenge of natural hazards.</li> </ul> <p><b>Climate change</b></p> <ul style="list-style-type: none"> <li>Climate change has happened due to natural causes in the past. Recent climate change is unusual from the pattern and has a variety of human causes</li> <li>The impacts of climate change vary across the world depending on location and level of development, amongst other factors.</li> <li>Responses to climate change can happen at a variety</li> </ul>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>Natural resources are essential for human development but their distribution is uneven across the world.</li> <li>Resources such as water can be used in a responsible manner, but sometimes are not used responsibly.</li> <li>There are a variety of strategies to use resources more responsibly around the world and in the UK.</li> </ul> <p><b>Globalisation</b></p> <ul style="list-style-type: none"> <li>Globalisation is the process of the world becoming more interconnected, both through economic processes such as trade, but also through cultural exchanges.</li> <li>Countries ability and desire to engage in globalisation varies: some countries benefit more than others.</li> <li>Trans-national corporations (TNCs) operate across multiple countries. Their impacts can be positive and negative.</li> </ul>	<p><b>Clothes</b></p> <ul style="list-style-type: none"> <li>Clothing production has changed over time as industrialization has taken place in the UK, and then globalization.</li> <li>Clothing companies operating in LICs bring both challenges and opportunities on an environmental and social level.</li> <li>Some clothing companies are becoming more socially, economically, and environmentally sustainable in how they operate.</li> </ul> <p><b>Sustainability</b></p> <ul style="list-style-type: none"> <li>Acting sustainably involves meeting present needs without having a negative impact on people, the economy, or the environment in the future.</li> <li>Sustainable development has a variety of goals that have met with a range of successes and failures.</li> <li>Acting sustainably can take place on a range of scales from individual to global.</li> </ul>



	of scales from individual to global.			
<b>Skills Introduced</b>	<ul style="list-style-type: none"> <li>Skills in Y8 are for the most part fine tuning and developing skills introduced in Y7 to develop fluency &amp; efficacy</li> </ul>	<ul style="list-style-type: none"> <li>Skills in Y8 are for the most part fine tuning and developing skills introduced in Y7 to develop fluency &amp; efficacy</li> </ul>	<ul style="list-style-type: none"> <li>Skills in Y8 are for the most part fine tuning and developing skills introduced in Y7 to develop fluency &amp; efficacy</li> </ul>	
<b>Skills Revisited</b>	<ul style="list-style-type: none"> <li>Mapping skills including 4&amp;6 figure grid references, contour line interpretation, use of keys, direction, scale</li> <li>Photo, satellite &amp; aerial interpretation</li> <li>Graphicacy</li> <li>Literacy skills (describing distributions, PEEL paragraphs, evaluative writing)</li> </ul>			
<b>Knowledge Introduced</b>	<p><b>Hazards</b></p> <ul style="list-style-type: none"> <li>Examples of natural hazards including tectonic, atmospheric and biological.</li> <li>Locations of natural hazards around the world: some areas are highly hazard prone whereas others are less so.</li> <li>Natural hazards have a variety of impacts: many lead to destruction of infrastructure and loss of life. Some impacts are primary (directly caused by the event) and some are secondary.</li> <li>Responses to natural hazards can be constrained by development but also the difficulty in responding to a challenging environment. Stakeholders have to weigh up the best choices to make.</li> </ul> <p><b>Climate change</b></p> <ul style="list-style-type: none"> <li>Natural and human causes of climate change</li> <li>Historical and present climate variation.</li> <li>Impacts of climate change around the world</li> <li>Responses to climate change on a variety of scales.</li> </ul>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>The main resources essential for a country's development and their global distribution.</li> <li>How water is used responsibly and irresponsibly.</li> <li>Factors that affect water scarcity</li> <li>Impacts of resource scarcity</li> <li>How the UK manages its resources</li> <li>The difference between renewable and non-renewable resources.</li> </ul> <p><b>Globalisation</b></p> <ul style="list-style-type: none"> <li>What globalisation is and how it affects the UK.</li> <li>How the UK's relationship with the rest of the world is changing.</li> <li>Some countries benefit more from globalisation.</li> <li>Apple is an example of a TNC that operates in multiple countries.</li> <li>Apples operations have some negative social and environmental impacts, however it can be argued TNCs like Apple bring positive impacts to the countries they operate in.</li> </ul>	<p><b>Clothes</b></p> <ul style="list-style-type: none"> <li>Changes in clothing production over time, from cottage industries to industrialization to production overseas.</li> <li>Working conditions in a garment factory</li> <li>How clothing production impacts the environment; use of water and other resources, also the role of fossil fuels in clothing production and the resulting impact on climate change.</li> <li>Strategies clothing companies, individuals and governments can use to act more responsibly.</li> <li>Sustainability is about acting in a way that doesn't have a negative impact on the future, but still meets present needs.</li> <li>The Sustainable Development Goals were designed by the UN in 2015 to ensure sustainable development. Their implementation and varying levels of success.</li> <li>The economic, social and environmental aspects of sustainability: not just about the environment but also social issues such as gender inequality.</li> <li>Evaluation of how sustainable the world has become.</li> </ul>	
<b>Knowledge Revisited</b>	<ul style="list-style-type: none"> <li>Variations in development: how these are measured and how they impact upon different countries.</li> <li>Difference between climate and weather</li> </ul>	<ul style="list-style-type: none"> <li>Global economic processes of trade and how that both contributes to and causes global variation in development.</li> </ul>	<ul style="list-style-type: none"> <li>Some companies operate in multiple countries and bring challenges and opportunities to the local population and environment.</li> </ul>	
<b>Year 9</b>	<b>Unit(s)</b>	<ul style="list-style-type: none"> <li>Global urban issues</li> <li>UK physical landscapes</li> <li>River landscapes in the UK</li> </ul>	<ul style="list-style-type: none"> <li>Urban issues in the UK</li> <li>Coastal landscapes in the UK</li> </ul>	<ul style="list-style-type: none"> <li>Urban fieldwork</li> <li>Decision making exercise (DME)</li> </ul>
	<b>Key Concepts</b>	<p><b>Urban issues (global)</b></p> <ul style="list-style-type: none"> <li>A growing percentage of the world's population lives in urban areas.</li> <li>Urban growth creates opportunities and</li> </ul>	<p><b>Urban issues (UK)</b></p> <ul style="list-style-type: none"> <li>Urban change in cities in the UK leads to a variety of social, economic and environmental</li> </ul>	<ul style="list-style-type: none"> <li>Urban fieldwork enquiry stages &amp; sequence</li> <li>Application of unfamiliar fieldwork techniques</li> <li>Analysis of geographical issues (Urban topic) to</li> </ul>



	<p>challenges for cities in LICs and NEEs.</p> <p><b>Rivers</b></p> <ul style="list-style-type: none"> <li>The UK has a range of diverse landscapes.</li> <li>The shape of river valleys changes downstream</li> <li>Distinctive fluvial landforms result from different physical processes.</li> <li>Different management strategies can be used to protect river landscapes from the effects of flooding</li> </ul>	<p>opportunities and challenges.</p> <ul style="list-style-type: none"> <li>Urban sustainability requires management of resources and transport.</li> </ul> <p><b>Coasts</b></p> <ul style="list-style-type: none"> <li>Coast are shaped by physical processes</li> <li>Distinctive coastal landforms are the result of rock type, structure and physical processes.</li> <li>Different management strategies can be used to protect coastlines from the effects of physical processes</li> </ul>	<p>reach meaningful conclusions</p>
<b>Skills Introduced</b>	<ul style="list-style-type: none"> <li><i>Skills in KS4 are for the most part fine tuning and developing skills introduced in KS3 to develop fluency &amp; efficacy</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Skills in KS4 are for the most part fine tuning and developing skills introduced in KS3 to develop fluency &amp; efficacy</i></li> </ul>	<ul style="list-style-type: none"> <li>Data collection techniques</li> <li>Data presentation techniques</li> <li>Statistical analysis techniques</li> <li>Risk assessment skills</li> <li>Evaluation of fieldwork process</li> </ul>
<b>Skills Revisited</b>	<ul style="list-style-type: none"> <li>Mapping skills including 4&amp;6 figure grid references, contour line interpretation, use of keys, direction, scale</li> <li>Photo, satellite &amp; aerial interpretation</li> <li>Graphicacy</li> <li>Literacy skills (describing distributions, PEEL paragraphs, evaluative writing)</li> </ul>		
<b>Knowledge Introduced</b>	<p><b>Urban issues (global)</b></p> <ul style="list-style-type: none"> <li>The global pattern of urban change</li> <li>Urban trends in different parts of the world including HICs and LICs.</li> <li>Factors affecting the rate of urbanisation migration, natural increase.</li> <li>The emergence of megacities.</li> </ul> <p><b>Rivers</b></p> <ul style="list-style-type: none"> <li>Fluvial processes: vertical and lateral erosion transportation – traction, saltation, suspension and solution</li> <li>Why rivers deposit &amp; erode</li> <li>Characteristics and formation of interlocking spurs, gorges, meanders, ox-bow lakes, levées, flood plains and estuaries.</li> <li>How physical and human factors affect flood risk</li> <li>The use of hydrographs to show the relationship between precipitation and discharge.</li> <li>The costs and benefits of management strategies: hard engineering &amp; soft engineering</li> </ul>	<p><b>Urban issues (UK)</b></p> <ul style="list-style-type: none"> <li>Case study (London/ Liverpool) Location and in the UK and the wider world</li> <li>Impacts of national and international migration on the growth and character</li> <li>Urban change creating opportunities around: cultural mix, recreation and entertainment, employment, integrated transport systems, urban greening</li> <li>Urban change creating challenges around urban deprivation, inequalities, dereliction, building on brownfield and greenfield sites and waste disposal</li> <li>The impact of urban sprawl on the rural–urban fringe, and commuter settlements</li> <li>Features of sustainable urban living</li> </ul> <p><b>Coasts</b></p> <ul style="list-style-type: none"> <li>Wave types</li> <li>Mass movement</li> <li>Longshore drift</li> <li>Characteristics and formation of headlands and bays, cliffs and wave cut platforms, caves, arches and stacks, beaches, sand dunes, spits and bars.</li> </ul>	<p>Complete a coastal fieldwork enquiry (East coast area) where students understand about:</p> <ul style="list-style-type: none"> <li>Suitable question for geographical enquiry</li> <li>Selecting, measuring and recording data appropriate to the chosen enquiries</li> <li>Selecting appropriate ways of processing and presenting fieldwork data</li> <li>Describing, analysing and explaining fieldwork data</li> <li>Reaching conclusions</li> <li>Evaluation of geographical enquiry.</li> </ul>



			<ul style="list-style-type: none"> <li>The costs and benefits of hard engineering &amp; soft engineering at the coast</li> </ul>	
<b>Knowledge Revisited</b>	<b>Urban issues (global)</b> <ul style="list-style-type: none"> <li>Differences between rural and urban environments</li> <li>Countries at different stages of development (HICs, NEEs, LICs)</li> <li>Migration</li> </ul> <b>Rivers</b> <ul style="list-style-type: none"> <li>Upland &amp; lowland areas in the UK</li> <li>Physical processes of weathering, erosion &amp; deposition</li> <li>Hydrological cycle</li> <li>Waterfalls</li> </ul>	<b>Urban issues (UK)</b> <ul style="list-style-type: none"> <li>Distribution of population and the major cities in the UK</li> </ul> <b>Coasts</b> <ul style="list-style-type: none"> <li>Physical processes of weathering, erosion &amp; deposition</li> <li>Fluvial processes of transportation</li> <li>Why deposit &amp; erosion occurs</li> <li>Concept of hard &amp; soft engineering to manage fluvial processes</li> </ul>	<i>This is a new concept and idea for students although the skills of data description, analysis and conclusion are evident throughout all courses</i>	
<b>Year 10</b>	<b>Unit(s)</b>	<ul style="list-style-type: none"> <li>Tectonic hazards</li> <li>Economic issues (global)</li> </ul>	<ul style="list-style-type: none"> <li>Atmospheric hazards</li> <li>Economic issues (UK)</li> </ul>	<ul style="list-style-type: none"> <li>Climate change hazards</li> <li>Coastal fieldwork</li> </ul>
	<b>Key Concepts</b>	<b>Tectonic Hazards</b> <ul style="list-style-type: none"> <li>Earthquakes and volcanic eruptions are the result of physical processes.</li> <li>Effects of, and responses to, a tectonic hazard vary between areas of contrasting levels of wealth</li> <li>How can hazards be managed to reduce the effects</li> </ul> <b>Economic Issues (global)</b> <ul style="list-style-type: none"> <li>Variations in economic development and quality of life</li> <li>How can we reduce the global development gap?</li> <li>Rapid economic development in NIC/LICs leads to significant social, environmental and cultural change</li> </ul>	<b>Atmospheric hazards</b> <ul style="list-style-type: none"> <li>How the global atmospheric circulation model determines weather &amp; climate?</li> <li>The physical conditions needed for tropical storms</li> <li>Tropical storm effects and management</li> <li>UK weather hazards</li> </ul> <b>Economic issues</b> <ul style="list-style-type: none"> <li>Major changes in the economy of the UK have affected, and will continue to affect, employment patterns and regional growth.</li> </ul>	<b>Climate change hazards</b> <ul style="list-style-type: none"> <li>Climate change is the result of natural and human factors, and has a range of effects</li> <li>Managing climate change mitigation and adaptation</li> </ul> <b>Coastal fieldwork</b> <ul style="list-style-type: none"> <li>Coastal fieldwork enquiry stages &amp; sequence</li> <li>Application of unfamiliar fieldwork techniques</li> <li>Analysis of geographical issues (Urban topic) to reach meaningful conclusions</li> </ul>
	<b>Skills Introduced</b>	<i>Skills in KS4 are for the most part fine tuning and developing skills introduced in KS3 to develop fluency &amp; efficacy</i>	<i>Skills in KS4 are for the most part fine tuning and developing skills introduced in KS3 to develop fluency &amp; efficacy</i>	<i>Skills in KS4 are for the most part fine tuning and developing skills introduced in KS3 to develop fluency &amp; efficacy</i>
	<b>Skills Revisited</b>	<ul style="list-style-type: none"> <li>Mapping skills including 4&amp;6 figure grid references, contour line interpretation, use of keys, direction, scale*</li> <li>Photo, satellite &amp; aerial interpretation*</li> <li>Graphicacy*</li> <li>Literacy skills (describing distributions, PEEL paragraphs, evaluative writing)*</li> </ul>		<ul style="list-style-type: none"> <li>Data collection techniques</li> <li>Data presentation techniques</li> <li>Statistical analysis techniques</li> <li>Risk assessment skills</li> <li>Evaluation of fieldwork process</li> </ul> <i>* Skills from other area as outlined opposite</i>
	<b>Knowledge Introduced</b>	<b>Tectonic Hazards</b> <ul style="list-style-type: none"> <li>Plate tectonics theory</li> <li>Distribution of earthquakes and volcanic eruptions and their relationship to plate margins</li> <li>Physical processes taking place at different types of plate margin</li> </ul>	<b>Atmospheric hazards</b> <ul style="list-style-type: none"> <li>How tri-cellular model creates pressure belts &amp; determines weather &amp; climate</li> <li>Distribution of tropical storms</li> <li>Sequence that leads to tropical storm formation</li> </ul>	<b>Hazard of climate change</b> <ul style="list-style-type: none"> <li>Evidence for climate change from the beginning of the Quaternary period to the present day</li> </ul> Possible causes of climate change: <ul style="list-style-type: none"> <li>natural factors – orbital changes, volcanic</li> </ul>



	<ul style="list-style-type: none"> <li>Hazard effects and responses</li> <li>Reasons why people continue to live in areas at risk from a tectonic hazard</li> <li>How monitoring, prediction, protection and planning can reduce the risks</li> </ul> <p><b>Economic Issues (global)</b></p> <ul style="list-style-type: none"> <li>How can we classify levels of development globally and what are their limitations?</li> <li>Demographic Transition Model and its application as countries develop</li> <li>Human &amp; physical causes of uneven development</li> <li>Consequences of uneven development and creation of disparity</li> <li>What are the strategies (aid &amp; trade) that can reduce the development gap?</li> </ul> <p>Nigeria case study</p> <ul style="list-style-type: none"> <li>Location and importance of the country, regionally and globally</li> <li>Changing industrial &amp; economic structure</li> <li>Role &amp; impact of TNCs like Shell in the country</li> <li>Impact of aid on the development there</li> <li>Environmental impact of development</li> <li>How is development affecting quality of life?</li> </ul>	<ul style="list-style-type: none"> <li>Structure and characteristics of a tropical storm</li> <li>Impact of climate change of frequency and intensity of tropical storms</li> <li>Effects, impacts and management of a specific storm event</li> <li>Causes, effects and management of a specific UK extreme weather event</li> </ul> <p><b>Economic issues (UK)</b></p> <p>Economic futures in the UK:</p> <ul style="list-style-type: none"> <li>causes of economic change</li> <li>moving towards a post-industrial economy</li> <li>impacts of industry on the physical environment</li> <li>social and economic changes in the rural landscape</li> <li>improvements and new developments in road and rail infrastructure, port and airport capacity</li> <li>the north-south divide. Strategies used in an attempt to resolve regional differences</li> <li>the place of the UK in the wider world.</li> </ul>	<p>activity and solar output</p> <ul style="list-style-type: none"> <li>human factors – use of fossil fuels, agriculture and deforestation</li> <li>Effects of climate change on people and the environment</li> </ul> <p>Managing climate change:</p> <ul style="list-style-type: none"> <li>mitigation – alternative energy production, carbon capture, planting trees, international agreements</li> <li>adaptation – change in agricultural systems, managing water supply, reducing risk from rising sea levels</li> </ul>	
	<b>Knowledge Revisited</b>	<ul style="list-style-type: none"> <li>Plate tectonics theory</li> <li>Types of plate margin</li> <li>Hazard effects and responses</li> </ul>	<ul style="list-style-type: none"> <li>Characteristics &amp; location of tropical storms</li> <li>Impacts of tropical storms</li> <li>Primary, secondary, tertiary &amp; quaternary employment sectors</li> </ul>	<ul style="list-style-type: none"> <li>Causes of climate change</li> <li>Coursework enquiry sequence</li> </ul>
<b>Year 11</b>	<b>Unit(s)</b>	<ul style="list-style-type: none"> <li>Living world</li> </ul>	<ul style="list-style-type: none"> <li>Resource management</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
	<b>Key Concepts</b>	<ul style="list-style-type: none"> <li>Ecosystems exist at a range of scales.</li> <li>Tropical rainforest characteristics</li> <li>Environmental &amp; economic impacts of deforestation</li> <li>Sustainable management of rainforests</li> <li>Hot desert characteristics</li> <li>Development in hot desert environments</li> <li>Increasing risk of desertification in hot desert margins</li> </ul>	<ul style="list-style-type: none"> <li>Food, water and energy are fundamental to human development</li> <li>The changing demand and provision of resources in the UK create opportunities and challenges</li> <li>Demand for water resources is rising globally but supply can be insecure, which may lead to conflict</li> <li>Different strategies can be used to increase water supply.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
	<b>Skills Introduced</b>	<p><i>Skills in KS4 are for the most part fine tuning and developing skills introduced in KS3 to develop fluency &amp; efficacy</i></p>	<p><i>Skills in KS4 are for the most part fine tuning and developing skills introduced in KS3 to develop fluency &amp; efficacy</i></p>	<ul style="list-style-type: none"> <li></li> </ul>
	<b>Skills Revisited</b>	<ul style="list-style-type: none"> <li>Mapping skills including 4&amp;6 figure grid references, contour line interpretation, use of keys, direction, scale*</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	



	<ul style="list-style-type: none"> <li>• Photo, satellite &amp; aerial interpretation*</li> <li>• Graphicacy*</li> <li>• Literacy skills (describing distributions, PEEL paragraphs, evaluative writing)*</li> </ul>	
<b>Knowledge Introduced</b>	<p><b>Tropical rainforests</b></p> <ul style="list-style-type: none"> <li>• The interdependence of climate, water, soils, plants, animals and people in rainforests.</li> <li>• How plants and animals adapt to the physical conditions.</li> <li>• Issues related to biodiversity in rainforests.</li> </ul> <p>Case study of a tropical rainforest to illustrate:</p> <ul style="list-style-type: none"> <li>• causes of deforestation</li> <li>• impacts of deforestation</li> </ul> <ul style="list-style-type: none"> <li>• Value of tropical rainforests to people and the environment.</li> <li>• Strategies used to manage the rainforest sustainably such as selective logging conservation and, ecotourism</li> </ul> <p><b>Hot deserts</b></p> <ul style="list-style-type: none"> <li>• The interdependence of climate, water, soils, plants, animals and people in rainforests.</li> <li>• How plants and animals adapt to the physical conditions.</li> <li>• Issues related to biodiversity in rainforests</li> </ul> <p>Case study of a hot desert to illustrate:</p> <ul style="list-style-type: none"> <li>• development opportunities in hot desert environments</li> <li>• challenges of developing hot desert environments</li> <li>• Causes and impacts of desertification including climate change, population growth and over grazing</li> <li>• How to reduce the risk of desertification through landscape management?</li> </ul>	<p><b>Resources in the UK</b></p> <p>Food:</p> <ul style="list-style-type: none"> <li>• the growing demand for high-value food exports from low income countries and all-year demand for seasonal food and organic produce</li> <li>• larger carbon footprints due to the increasing number of 'food miles' and moves towards local sourcing of food</li> <li>• the trend towards agribusiness</li> </ul> <p>Water:</p> <ul style="list-style-type: none"> <li>• the changing demand</li> <li>• water quality and pollution management</li> <li>• matching supply and demand</li> <li>• the need for transfer to maintain supplies.</li> </ul> <p>Energy:</p> <ul style="list-style-type: none"> <li>• the changing energy mix</li> <li>• reduced domestic supplies of coal, gas and oil</li> <li>• economic and environmental issues associated with exploitation of energy sources.</li> </ul> <p><b>Global resource of water</b></p> <ul style="list-style-type: none"> <li>• Areas of surplus (security) and deficit (insecurity)</li> <li>• reasons for increasing water consumption: economic development, rising population</li> <li>• factors affecting water availability: climate, geology, pollution of supply, over abstraction, limited infrastructure, poverty</li> <li>• Impacts of water insecurity – waterborne disease and water pollution, food production, industrial output, potential for conflict where demand exceeds supply.</li> </ul>
<b>Knowledge Revisited</b>	<ul style="list-style-type: none"> <li>• Deforestation of rainforests</li> <li>• The physical characteristic of a tropical rainforest</li> </ul>	<ul style="list-style-type: none"> <li>• Water cycle and movement of water as a system</li> <li>• Resource security and insecurity</li> </ul>

\*A powerful, knowledge-rich curriculum teaches both declarative knowledge (facts; knowing that something is the case; what we think about) and non-declarative or procedural knowledge (skills and processes; knowing how to do something; what we think with). There are no skills without bodies or knowledge to underpin them.

In some subjects, a further distinction can be made between substantive knowledge (the domain specific knowledge accrued eg knowledge of the past) and disciplinary knowledge (how the knowledge is accrued eg historical reasoning).

Please refer to the DAT Curriculum Principles, published on our website, for further information about how we have designed our curriculum.