Timing	Unit Title	Key Question	Knowledge	Assessing understanding
Autumn 1	**Population**	**How has the global population changed over time?** **Where do people live ?** **How and why do population structures change over time?** **What do population pyramids tell us?** **What are the problems of a rapidly growing population?** **What are the solutions to a rapidly growing population?** **What are the issues of a falling population?** **What is migration?**	• To know how our population is changing over time • Describe and explain global population distribution. Physical and human factors that determine population density. • Reasons for high and low birth and death rates . Understanding the DTM and how it links to economic development. • Understanding how population pyramids show birth rates, death rates and life expectancy. What pyramids for youthful and aging populations might look like. • What happens when populations grow too fast. Case study on Chad. What is a Malthusian Catastrophe? Is the biggest problem for Chad population growth ? • Know a range of bottom up and top down strategies to reduce population growth including China's 1 child policy. • What are the causes and effects of falling birth rates in the UK and South Korea. • To know the different types of migration and understand the push and pull factors of migration to the USA.	**How understanding is assessed** • Peer, self and teacher assessment of 5 homeworks set across the term. **Skills** • Geographic Interest - Research physical and human features of Chad • Geographic literacy - Reading for understanding - Cornell notes on DTM • Learning - Flash cards • KUJ paragraph writing – particularly focused on if Chad is experiencing a Malthusian catastrophe. • Skill - drawing and interpreting population pyramids. **Assessment Point information** • GCSE exam question - level and writing target • Research page on CHad - effort grade • Marked paragraphs on Malthusian catastrophe in Chad - level and Writing target • End of topic Test - level

<table>
<tr><th>Timing</th><th>Unit Title</th><th>Key Question</th><th>Knowledge</th><th>Assessing understanding</th></tr>
<tr><td>Spring 1</td><td>Weather and climate</td><td>What is the difference between weather and climate?

What do climate graphs tell us?

What causes the wind and rain?

What factors influence climate?

How does the Global Atmospheric Circulation model affect global climates?</td><td>● To understand the distinction between weather and climate
● To be able to read and write detailed weather reports
● To know the global climate zones
● To be able to read and interpret climate graphs
● To understand air pressure: what is high and low pressure and how does this cause the wind to blow
● To know the process that forms rain
● To understand the difference between relief, convectional and frontal rainfall
● To understand what causes the seasons
● To know the factors that influence climate
● To understand the Global Atmospheric Circulation model and how it impacts the distribution of global climate zones</td><td rowspan="2">How understanding is assessed
● Peer, self and teacher assessment throughout the term of 5 homeworks produced.

Skills
● Geographic Interest - Research adaptations in extreme environments
● Geographic literacy - Reading for understanding - article comprehension
● Learning - using effective independent learning techniques to prepare for an assessment
● KUJ paragraph writing – particularly focused on explaining processes, focus on GAC
● Skill - reading and describing climate graphs

Assessment Point information
● Climate graph assessment, test in class
● Types of rain and air pressure assessment, test in class</td></tr>
<tr><td>Spring 2</td><td>Extreme Environments</td><td>What is an extreme environment?

How do plants and animals and humans adapt to extreme environments?

How is climate change affecting extreme environments?</td><td>● To know what is classified as an extreme environment
● To understand how plants and animals have adapted to extreme climates with examples
● To understand how humans can live in extreme environments and what kind of adaptations they make
● To understand how climate change will impact extreme environments now and in the future</td></tr>
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Timing	Unit Title	Key Question	Knowledge	Assessing understanding
Summer 1	**Rivers**	**Why is it important to study rivers?** **What are the key features of a drainage basin?** **How do rivers change as they move downstream?** **How can we measure changes as a river moves downstream?** **How are river landforms created?** **What are the causes, effects and responses to flooding?** **What are the issues of water insecurity?**	• Reasons why we study rivers. Know where some of the longest rivers in the world are. • Review of the water cycle. How water gets to a river. Being able to describe the main features of a river in the upper, middle and lower course. How a river changes downstream. Measuring these changes in the Bulbourne river. • Understanding the processes of erosion, transportation and deposition. How these processes lead to river landforms like waterfalls and meanders. Being able to read an OS map of a river area and know associated map skills • Understanding the causes, effects and responses to flooding in relation to the Texas floods in 2025. • Understanding the causes, effects and response to water insecurity.	**How understanding is assessed** • Peer, self and teacher assessment of work produced throughout the term. **Skills** • Geographic Interest - Research - water insecurity • Geographic literacy - Reading for understanding - Cornell notes - on world rivers linked to climate change • Learning - Place - UK rivers (new) and cities (review) • KUJ paragraph writing - flooding - particular focus on making a judgment • Skills - Mapwork using OS maps Mean, median and mode Fieldwork - measuring width, depth and velocity of rivers **Assessment Point information** • River and cities places test • Mapwork and landforms test • Writing task on flooding