

Geography

Curriculum

Geographers are inspired, inquisitive and fascinated about the World and its people.

Vision:

Geographers are inspired, inquisitive and fascinated about the World and its people.

Intent:

The Geography department seeks to develop knowledge and understanding of the World and its people, and through this to increase their tolerance and empathy towards one other. This approach helps to be prepare students to be active citizens in a changing world.

At St. Alban's we believe that studying Geography should:-

- Develop student's appreciation of different cultures and people from around the world and develop their concern for the natural world.
- Nurture in students a sense of awe at the beauty and complexities of the world and understanding of the physical and human processes that shape and influence it.

Implementation:-

An overview of key learning in KS3- more detail on curriculum map below.

<u>Year 7</u>	<u>Year 8</u>	<u>Year 9</u>
Introduction to Geography	Natural Hazards- Earthquakes	Climate Change
Map Skills	Natural Hazards- Volcanoes	Asia- China's rising economy
What are the challenges and opportunities facing Africa?	Weather and Climate	Asia- India's rising economy
Environmental Geography	The link between climate and ecosystems- Russia	Coasts
Tourism- fieldwork Flatford and Dedham	Ecosystems	Fieldwork- Walton on the Naze
	Fieldwork- Colchester Zoo	

An overview of key learning in KS4- more detail on the curriculum map below.

GCSE EXAM BOARD- EDUQAS GEOGRAPHY B

<u>Year 9</u> Coasts Fieldwork- Walton on the Naze	<u>Year 10 and Year 11</u> Theme 1- Changing Places, Changing Economies Theme 2- Changing Environments. Theme 3- Environmental Challenges Problem solving Geography Fieldwork	
	Year 10- AUTUMN Coasts and fieldwork Global cities Problem Solving Geography	Year 11- AUTUMN Development Ecosystems under threat Desertification Problem Solving Geography
	Year 10- SPRING Water Supply and Demand] Urban and Rural Fieldwork	Year 11- SPRING Rivers Weather and Climate Climate Change
	Year 10- SUMMER Problem Solving Geography Leisure Development	Year 11- SUMMER Climate Change REVISION

An overview of learning at KS5-more detail on the curriculum map below.

A LEVEL EXAM BOARD- AQA

<u>Year 12</u> Paper 1- Physical Geography Desert environments Fieldwork- North Norfolk Coast (sand dunes) Paper 2- Human Geography Changing Places Fieldwork- Brick Lane, Woodbridge Road Population and the Environment Global Systems and Governance NEA Fieldwork	<u>Year 13</u> NEA Fieldwork Paper 1- Physical Geography Water and Carbon systems Hazards
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Geography lessons are designed to be AMBITIOUS and meet the needs of ALL LEARNERS.

- We celebrate diversity and enable students to share and teach peers about their experiences and backgrounds.
- We use a range of learning techniques to scaffold knowledge- always supporting text with visual and auditory cues. We utilise IT resources where appropriate.
- Assessment is implemented in a ‘spiral’ curriculum in which they are revisited annually over the 5 year plan to develop skills and knowledge.
- SEND and disadvantaged students are supported by teachers and TA to access the curriculum and achieve progress.

Impact:-

Feedback-

- Presentation guidelines are consistent across the department. All students have a presentation guide included in their books and understand their responsibility in maintaining high standards.
- Presentation checklists are stuck into student books before marking- students have the ability to self-assess and then this is monitored by Geography teaching staff.
- Books are marked regularly by staff and feedback given- students then respond to this feedback using green pens.
- Assessments are completed at least once a half term and these are marked and feedback given. Students have assessment booklets which follow them through KS3- this way they can look at past feedback and make appropriate changes.
- Review and Build- students complete review and build tasks at the start of every lesson using post it notes or similar. These check not only on the previous lesson but also on older topics.

Strengths	<input type="checkbox"/>	Target	<input type="checkbox"/>
All dates and titles underlined	<input type="checkbox"/>	Underline all dates and titles	<input type="checkbox"/>
Book neatly presented	<input type="checkbox"/>	Neatly rule through mistakes	<input type="checkbox"/>
Diagrams / graphs accurate	<input type="checkbox"/>	Using a pencil for a diagram/ graph	<input type="checkbox"/>
Good use of terminology	<input type="checkbox"/>	Label axis/title on a graph	<input type="checkbox"/>
Good use of data	<input type="checkbox"/>	Correct spellings	<input type="checkbox"/>
Good use of locational details	<input type="checkbox"/>	Use appropriate data	<input type="checkbox"/>
All loose sheets stuck in	<input type="checkbox"/>	Use locational details	<input type="checkbox"/>
All missing work completed	<input type="checkbox"/>	Stick in all loose sheets	<input type="checkbox"/>
Responded to all teacher feedback	<input type="checkbox"/>	Need to complete missing work	<input type="checkbox"/>
		Need to respond to all teacher feedback	<input type="checkbox"/>
Comments: -			

Learning walks:-

HODs in Geography complete learning walks every fortnight. Feedback is given and shared in department meetings.

Geography voice:-

Regular meetings take place with a group of students- there are 2 from every year group that attend a meeting during lunchtime.

We discuss the strengths and targets for their Geography lessons and discuss further in department meetings.

Geography in the news:-

We discuss current Geographical news stories in lessons to connect to prior learning and to create inquisitive learners and enforce synoptic links between topics.

Geography Alumni:-

We have invited our Alumni in regularly to inspire our GCSE students.

Kit Lee- Smith- Architect

Sam Woor- PHD in Geography specialising in desert management

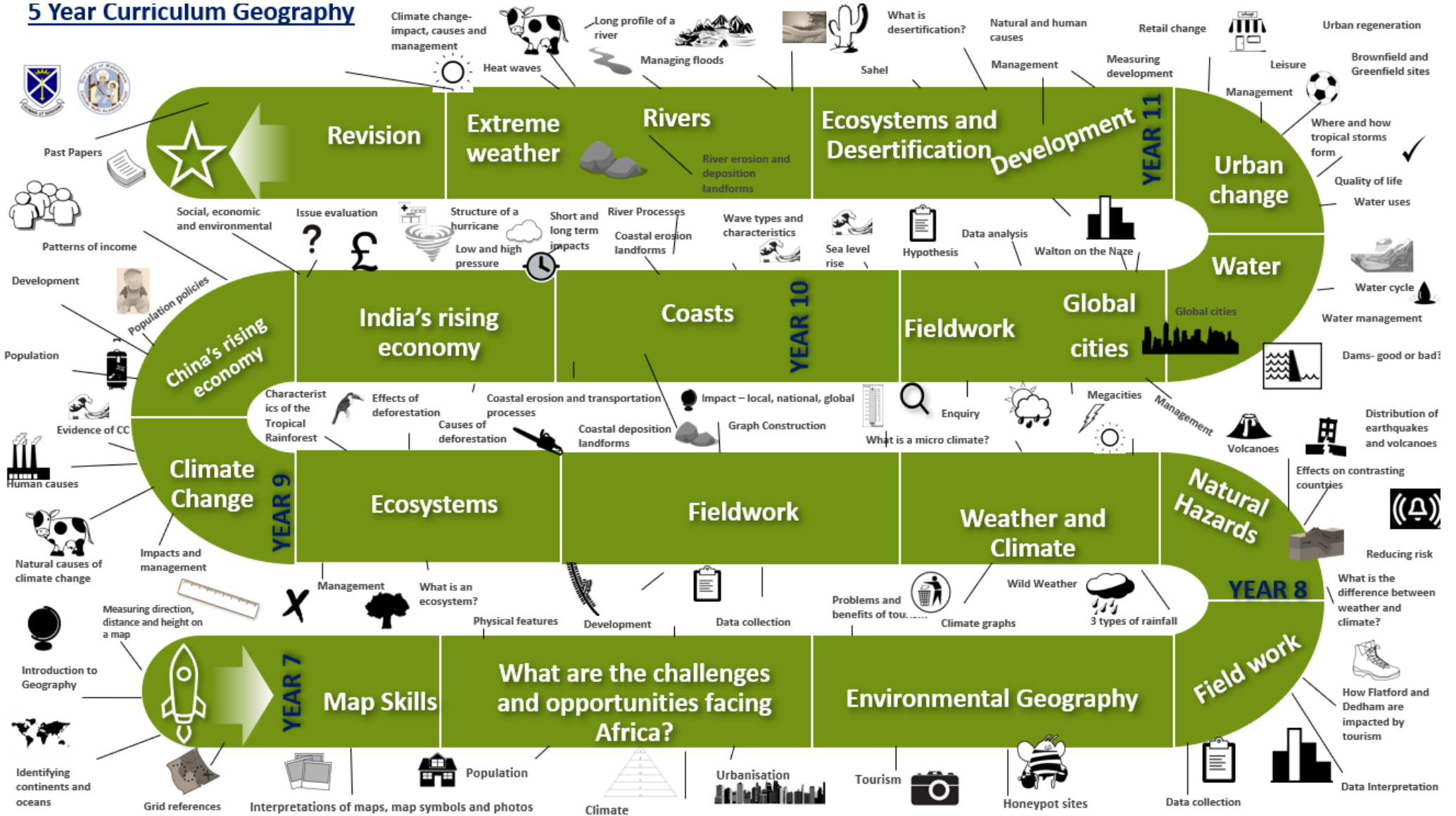
Matthew Mayes- Consultant in Law

Cat Beales- Employed by DRAX Energy Group

Curriculum Map for Geography

Term	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Autumn Term First half	Introduction to Geography including <i>baseline assessment</i> Map Skills including <i>Map skills test</i>	Natural Hazards- Earthquakes <i>Earthquake newspaper article</i>	Climate Change and the Earth's future	Coasts Fieldwork	Development Ecosystems	Population and the Environment Desert environments	Water and Carbon
							NEA: non - examination assessment (Geographical skills and fieldwork)
Autumn Term Second half	Map Skills What are the challenges and opportunities facing Africa?	Natural Hazards- Volcanoes <i>Volcano project</i> Weather and Climate	Asia- China's rising economy	Global cities Problem Solving Geography	Ecosystems under threat Desertification	Population and the Environment Desert environments	Water and Carbon
							Hazards
Spring Term First half	What are the challenges and opportunities facing Africa?	Weather and Climate including <i>microclimate investigation</i>	Asia- India's rising economy	Water Supply and Demand	Rivers Problem solving Geography	Changing Places <i>Fieldwork - Woodbridge Road and Brick lane</i> Global Systems and Governance	Hazards Water and Carbon
Spring Term Second half	Environmental Geography	Russia- link between climate and ecosystems Ecosystems <i>Rainforest essay</i>	Coasts	Urban and Rural change Fieldwork	Weather and Climate Climate Change	Changing Places <i>Fieldwork - Woodbridge Road and Brick lane</i> Global Systems and Governance	Revision and past papers
Summer Term First half	Tourism and the environment - <i>Flatford and Dedham trip</i>	Ecosystems	Coasts	Leisure <i>Problem solving geography</i>	Exam revision and skills / practice papers	Global Systems and Governance NEA	Revision and past papers
Summer Term Second half	<i>Flatford and Dedham investigation assessment</i>	Fieldwork- Colchester zoo	Coasts fieldwork- Walton on the Naze	Development Problem solving geography		NEA- Fieldwork	

5 Year Curriculum Geography



Year 7 Term	Unit	Assessment	Knowledge	Skills	SMSC / Mental/Physical Development	National Curriculum links	Careers links
Autumn Term 1	Introduction to Geography/ Map Skills	Baseline test	Human, Physical and Environmental Geography Atlas skills Longitude/Latitude Continents Oceans and Seas OS maps Reading a map Global connections	Compass directions Four figure grid references Six figure grid references Scale Measuring distance Map symbols Contour lines	Place Culture Celebrating diversity	Locational knowledge Place knowledge	Town planning Cartography Driving Haulage
Autumn Term 2	Map Skills	Map skills test					
Spring Term 1	What are the challenges and opportunities facing Africa?	Newspaper report	Africa's demography/ physical and human geography Development indicators Economy of Africa Population Urbanisation Resources Conflict in Africa Health Female education HIC LIC Economic growth	Atlas skills Compass directions Social factors Environmental factors Economic factors Short and long term impacts Sustainability Using facts to support your answers Looking at different sources Analysing both sides of an argument Costs and benefits Rejecting a solution Justifying Coming to a conclusion	Place Culture Celebrating diversity Understanding social differences around the world Population	Locational knowledge Place Knowledge	Demographer Economist Accountant Health worker Politics Education-teacher
Spring Term 2	What are the challenges and opportunities facing Africa?	Decision making exercise					
Summer Term 1	Environmental Geography	Speech/report	Recycling Reduce Reuse Sustainability Tourism Carbon footprint Emissions Pollution Landfill sites Solutions to waste	Using data to support your argument Balanced argument PEEL Justifying Coming to a conclusion Persuasive writing Using key words Linking to your wider knowledge	Sustainability Environmental responsibility Awe and wonder of the world	Locational knowledge Place knowledge Human and Physical Geography Geographical skills	Politics Waste management Council Farming Business owner Local government
Summer Term 2	Tourism and the environment- Flatford and Dedham fieldwork	Fieldwork write up	Sustainability Tourism Pollution Waste Noise pollution Conducting a Geographical enquiry	Fieldwork skills EQA Field sketches Litter counts Pedestrian counts Traffic counts Hypothesis Data collection Data analysis Conclusions Evaluations 4 and 6 figure grid references Map symbols/ OS maps	Sustainability Culture Identifying different social situations Being in the natural environment Drawing Visiting John Constable's inspiration.	Locational knowledge Place knowledge Human and Physical Geography Geographical skills Fieldwork	RSPB Conservation Tourism Retail Travel Farmer Artist Data analyst

Year 8:- Term	Unit	Assessment	Knowledge	Skills	SMSC / Mental/Physical Development	National Curriculum links	Careers links
Autumn Term 1	Natural Hazards- Earthquakes	Newspaper report	Plate tectonics Plate boundaries Social, economic and environmental impacts Management HIC/LIC Development Earthquakes Volcanoes	Map skills Social factors Environmental factors Economic factors Short and long term impacts Sustainability Using facts to support your answers Looking at different sources Analysing both sides of an argument Costs and benefits Rejecting a solution Justifying Coming to a conclusion	Place Culture Social impacts of natural disasters Perception of natural disasters	Place Locational knowledge Human and Physical Geography Geographical skills	Seismologist Geologist Volcanologist Army Emergency services Health worker Politics
Autumn Term 2	Natural Hazards- Volcanoes	Speech/Report		Using data to support your argument Balanced argument PEEL Justifying Coming to a conclusion Persuasive writing Using key words Linking to your wider knowledge			
Spring Term 1	Weather and Climate	Fieldwork- Microclimate/Decision making	Difference between weather and climate Microclimates Measuring the weather People affected by the weather Aspect/Physical features/Shelter/Surface Impermeable/Permeable Conducting a fieldwork enquiry Map skills Russia's climate Climate graphs	Climate graphs Analysing data Planning a fieldwork investigation Hypothesis Methods Map skills Data presentation Using facts to support your answers Looking at different sources Analysing both sides of an argument Costs and benefits Rejecting a solution Justifying Coming to a conclusion	Being in the natural world Awe and wonder of the World	Place Locational knowledge Human and Physical Geography Geographical skills Fieldwork	Meteorologist Farmer Truck driver Doctor Shop worker Data analyst Travel agent
Spring Term 2	Weather/Ecosystems	Russia report	How climates link to ecosystems	Using data to support your argument Balanced argument PEEL Justifying Coming to a conclusion Persuasive writing Using key words Linking to your wider knowledge			
Summer Term 1	Ecosystems	Essay	Biomes Ecosystems	Using data to support your argument Balanced argument Social/economic/environmental factors	Sustainability Looking after the environment	Place	Travel agent Cattle rancher Rubber tapper

			Plant and animal adaptations Deforestation Sustainability Management Shifting cultivation/ Slash and burn Short and long term Locational detail Map skills	Short and long term Management PEEL Justifying Coming to a conclusion Persuasive writing Using key words Linking to your wider knowledge Key words Paragraphs	Learning about different cultures and people at different levels of social development	Locational knowledge Human and Physical Geography Geographical skills	Miner Factory worker Farmer
Summer Term 2	Ecosystems	Fieldwork- Colchester zoo	Endangered animals Management Sustainability Conservation Conducting a fieldwork enquiry	Fieldwork skills EQA Field sketches Hypothesis Data collection Data analysis Conclusions Evaluations 4 and 6 figure grid references Map symbols/ OS maps	Being in the natural world Experiencing culture	Place Locational knowledge Human and physical geography Geographical skills Fieldwork	Zoo keeper Tourism Retail Animal trainer Vet

Year 9:- Term	Unit	Assessment	Knowledge	Skills	SMSC / Mental/Physical Development	National Curriculum links	Careers links
Autumn Term 1	Climate Change- Antarctica	Newspaper report	Greenhouse effect Human causes Physical causes Social/ Economic and Environmental factors Short and long term impacts Management Individual/ local/ national and global impacts and management	Map skills Social factors Environmental factors Economic factors Short and long term impacts Sustainability Using facts to support your answers Looking at different sources Analysing both sides of an argument Costs and benefits Rejecting a solution Justifying Coming to a conclusion	Environmental responsibility Social impacts of climate change Stewardship	Place Locational knowledge Human and Physical Geography Geographical skills	Meteorologist Politics Conservationist Business owner Tourism
Autumn Term 2	Climate change	Essay		Using data to support your argument Balanced argument Social/economic/environmental factors Short and long term Management PEEL Justifying Coming to a conclusion		Place Locational knowledge Human and Physical Geography Geographical skills	
Spring Term 1	Asia- China's rising economic wealth	India Project	Map skills Population distribution Communism and censorship Development Three Gorges Dam One Child Policy Urbanisation Social/Economic/	Persuasive writing Using key words Linking to your wider knowledge Key words Paragraphs	Learning about different cultures Diversity	Place Locational knowledge Human and Physical Geography Geographical skills	Tourism Factory worker Businessman Industry
Spring Term 2	Asia- India's rising economic wealth	Report	Environmental factors Climate Human and physical features of India India and the wider world	Using data to support your argument Balanced argument PEEL Justifying Coming to a conclusion Persuasive writing Using key words Research skills Using different sources Linking to your wider knowledge		Place Locational knowledge Human and Physical Geography Geographical skills	
Summer Term 1	Coasts Theme 2- Changing environments	Fieldwork- Walton on the Naze	Waves Erosion processes Transportation processes Deposition Rock type Geology Landforms Management	Fieldwork skills Qualitative/Quantitative EQA Longshore drift measurements Field sketches Litter counts Pedestrian counts Traffic counts	Awe and wonder Being in the natural environment Environmental challenges Social impacts of erosion Sustainability	Place Locational knowledge Human and Physical Geography Geographical skills	Politics Local government Estate agents Conservationists Environment Agency Business owners Tourism

			Hard engineering Soft engineering Conducting a fieldwork enquiry Map skills	Field sketches Hypothesis Data collection Data analysis Conclusions Evaluations 4 and 6 figure grid references Map symbols/ OS maps		Fieldwork skills	
Summer Term 2	Coasts Theme 2- Changing environments	Decision making- Should the Naze be saved?		Social factors Environmental factors Economic factors Short and long term impacts Sustainability Using facts to support your answers Looking at different sources Analysing both sides of an argument Costs and benefits Rejecting a solution Justifying Coming to a conclusion		Place Locational knowledge Human and Physical Geography Geographical skills	

Year 10: Term	Unit	Assessment	Knowledge	Skills	SMSC / Mental/ Physical Development	Careers links
Autumn Term 1	Coasts Theme 2- Changing environments	Decision making- Should the Naze be saved?		Social factors Environmental factors Economic factors Short and long term impacts Sustainability Using facts to support your answers Looking at different sources Analysing both sides of an argument Costs and benefits Rejecting a solution Justifying Coming to a conclusion		Place Locational knowledge Human and Physical Geography Geographical skills
Autumn Term 2	Theme 1- Changing Places, Changing Economies Development Global Cities	Practice exam questions Decision making	Development HIC/LIC/NIC Development indicators Social/ Economic/Environmental factors Short term/Long term impacts Management NGOs Aid Trade Mega cities World cities Sustainability Spatial and temporal change		Development Aid Helping others NGOs Charity	NGOs Primary industry Secondary industry Tertiary industry Quaternary industry
Spring Term 1	Water security Theme 3- Environmental Challenges	Practice exam questions Decision making	Surplus and demand Locational detail Map skills Rainfall patterns Water footprint Aquifers Water transfer schemes Transboundary issues Over abstraction Management Social/ economic and environmental impacts		Social/ economic/ environmental impacts Sustainability	Environment agency Local government Politics Farmers Conservationists Water aid

Spring Term 2	Fieldwork	Report	How to conduct a fieldwork enquiry Hypothesis Aims Primary and secondary data Qualitative and quantitative Sampling techniques Risk assessments Data collection methods Data presentation Analysis Conclusions Evaluations Applying to an exam q Map skills		Being in the natural world.	Local business owners NGOs RSPB
Summer Term 1	Theme 1- Changing Places, Changing Economies Urban and Rural Change Leisure	Practice exam questions Decision making	Urban and rural Suburbanisation Counter-urbanisation Urbanisation Commuting Locational detail Map skills Sphere of influence Retail Honeypot sites Footpath erosion National Parks	Social factors Environmental factors Economic factors Short and long term impacts Sustainability Using facts to support your answers Looking at different sources Analysing both sides of an argument Costs and benefits Rejecting a solution	Social differences and opportunities Sustainability Being outside Environmental responsibility	Tourism Conservation Politics Travel Local government
Summer Term 2	Theme 1- Changing Places, Changing Economies Development	Practice exam questions Decision making	Development HIC/LIC/NIC Development indicators Social/ Economic/Environmental factors Short term/Long term impacts Management NGOs Aid Trade Mega cities World cities Sustainability Spatial and temporal change	Justifying Coming to a conclusion Key words Linking to wider knowledge Understanding command words	Development Aid Helping others NGOs Charity	NGOs Primary industry Secondary industry Tertiary industry Quaternary industry

Year 11: Term	Unit	Assessment	Knowledge	Skills	SMSC / Mental/ Physical Development	Careers links
Autumn Term 1	Theme 1- Changing Places, Changing Economies Development	Practice exam questions Decision making	Development HIC/LIC/NIC Development indicators Social/ Economic/Environmental factors Short term/Long term impacts Management NGOs Aid Trade Mega cities World cities Sustainability Spatial and temporal change			Development Aid Helping others NGOs Charity
Autumn Term 2	Ecosystems and how they function/ Under threat Theme 3- Environmental challenges	Practice exam questions Decision making	Biomes Ecosystems Plant and animal adaptations Deforestation Desertification Sustainability Management Shifting cultivation/ Slash and burn Short and long term Locational detail Map skills		Sustainability Looking after the environment Learning about different cultures and people at different levels of social development	Travel agent Cattle rancher Rubber tapper Miner Factory worker Farmer
Spring Term 1	Rivers Theme 2- Changing environments	Practice exam questions Decision making	Difference between weather and climate People affected by the weather Aspect/Physical features/Shelter/Surface Impermeable/Permeable Map skills		Environmental responsibility Social impacts of climate change Stewardship	Environmental agency Conservationist Army Emergency services Farming
Spring Term 2	Weather and Climate and Climate change Theme 2- Changing environments	Practice exam questions Decision making	Impermeable/Permeable Map skills Climate graphs High and low pressure Greenhouse effect Human causes Physical causes Social/ Economic and Environmental factors Short and long term impacts Management Individual/ local/ national and global impacts and management Difference between weather and climate		Environmental responsibility Social impacts of climate change Stewardship	Business owners Tourism Politics Local government Environmental agency Conservationist Army Emergency services Farming Business owners Tourism Politics Local government

			People affected by the weather Aspect/Physical features/Shelter/Surface Impermeable/Permeable Map skills Climate graphs High and low pressure Greenhouse effect Human causes Physical causes Social/ Economic and Environmental factors Short and long term impacts Management Individual/ local/ national and global impacts and management			
Summer Term 1	Exam revision and skills	Practice exam questions Decision making	Revision skills		Being prepared Mental health Responsibility	

Year 12: Term	Unit	Assessment	Knowledge	Skills	SMSC / Mental/ Physical Development	Careers links
Autumn Term 1	Population and the environment	Practice exam questions Decision making	Soils Farming types Demographic transition Population policies Anti-natal/pronatalist Communicable diseases Non-communicable diseases Malaria Asthma CHD Management Social/economic/ environmental factors Short and long term Spatial/temporarily Population pyramids Location Map skills Hot desert systems and landscapes Deserts as natural systems Systems and processes- sediment sources, geomorphological processes, distinctively arid geomorphological processes and the role of wind. Arid landscape development in contrasting settings Desertification	Social factors Environmental factors Economic factors Short and long term impacts Sustainability Using facts to support your answers Looking at different sources Analysing both sides of an argument Costs and benefits Rejecting a solution Justifying Coming to a conclusion Key words Linking to wider knowledge Understanding command words Using appropriate data Spatial and temporal Quantitative and qualitative skills Case studies	Social impacts of population change Environmental challenges Sustainability Cultural diversity	Demographer Politics Local government Conservationist Farmer UN NGOs Agricultural
Autumn Term 2	Desert environments					
Spring Term 1	Changing Places Global systems and governance		Place Exogenous/ endogenous Media representation Social construct Location Map skills Representation Distant/ local place Subjective/objective			
Spring Term 2			Globalisation <u>Dimensions of globalisation =</u>			
Summer Term 1	Global systems and governance NEA	Practice exam questions Decision making Report	Flows of capital, labour, products, services and information. Global marketing Patterns of production, distribution and consumption. <u>Factors in globalisation =</u> The development of technologies, systems and relationships, including financial, transport, security, communications, management and information systems and trade agreements. <u>Global Systems</u>		Being in the natural world Environmental challenges and responsibility. Sustainability Social/ economic/ environmental impacts	Local business owners Tourism Travel NGOs Conservationists TNC's GIS roles Cartographers

			<p>Form and nature of economic, political, social and environmental interdependence in the contemporary world.</p> <p>Issues associated with interdependence.</p> <p>International trade and access to markets.</p> <p>Trading relationships and patterns</p> <p>Differential access to markets.</p> <p>The nature and role of transnational corporations (TNCs).</p> <p>World trade in at least one food commodity or one manufacturing product.</p> <p>Global governance =</p> <p>The emergence and developing role of norms, laws and institutions in regulating and reproducing global systems.</p> <p>Issues associated with attempts at global governance.</p> <p>The 'global commons' =</p> <p>The concept of the 'global commons'.</p> <p>The rights of all to the benefits of the global commons.</p> <p>Antarctica as a global common.</p>			<p>Market research analysts</p> <p>Computer and IT professionals.</p> <p>Jobs in trade imports and exports.</p> <p>International law and global governance careers.</p> <p>British Antarctic Survey</p> <p>Science in Antarctica</p>
<p>Summer Term 2</p>			<p>How to conduct a fieldwork enquiry</p> <p>Hypothesis</p> <p>Aims</p> <p>Primary and secondary data</p> <p>Qualitative and quantitative</p> <p>Sampling techniques</p> <p>Risk assessments</p> <p>Data collection methods</p> <p>Data presentation</p> <p>Analysis</p> <p>Conclusions</p> <p>Evaluations</p> <p>Applying to an exam q</p> <p>Map skills</p> <p>Literature review</p> <p>Limitations</p> <p>Links to wider knowledge</p>			

Year 13: Term	Unit	Assessment	Knowledge	Skills	SMSC / Mental/ Physical Development	Careers links
Autumn Term 1	NEA Water and Carbon	Report Practice exam questions Decision making	How to conduct a fieldwork enquiry Hypothesis Aims Primary and secondary data Qualitative and quantitative Sampling techniques Risk assessments Data collection methods Data presentation Analysis Conclusions Evaluations Applying to an exam q Map skills Literature review Limitations Links to wider knowledge		Social impacts of population change Environmental challenges Sustainability Cultural diversity	Demographer Politics Local government Conservationist Farmer UN NGOs Environment agency Climate scientist
Autumn Term 2			Water and Carbon cycles- Natural systems Water cycle Carbon cycle Water, carbon, climate and life on Earth	Social factors Environmental factors Economic factors Short and long term impacts Sustainability		
Spring Term 1			Water and Carbon Hazards	Plate tectonics Plate boundaries		
Spring Term 2	Practice exam questions Decision making Report	Perception of hazards Location Map skills Social, economic and environmental impacts HIC/LIC/NIC Seismic hazards Volcanic hazards Storm hazards Wildfire hazards Human and physical causes Management- short and long term Spatial and temporal		Looking at different sources Analysing both sides of an argument Costs and benefits Rejecting a solution Justifying Coming to a conclusion Key words Linking to wider knowledge		
Summer Term 1		Understanding command words Using appropriate data Spatial and temporal	Being in the natural world	Local business owners Tourism Travel NGOs Conservationists		
Summer Term 2						