# Curriculum Intent – Geography

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| The **purpose** of our curriculum | Purpose of study A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.<br>**Aims**<br>The national curriculum for geography aims to ensure that all pupils:<br>• Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes<br>• Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time<br>• Are competent in the geographical skills needed to: o collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes to interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) to communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length. |
| How does the curriculum **demonstrate progress?** | Across teachers track and monitor pupils for gaps and growth; when assessments are completed we review pupil progress and plan interventions at class and outside of classroom level, adapting teaching sequencing and resources for pupils<br>– personalising the learning based on individuals next steps.<br>- Retrieval practice 'Do Now' tasks to make connections across previous units and embed knowledge and skills.<br>- All KS3 units focus on relevant content to ensure pupils have covered and practiced core skills and tasks to support them with their GCSE Geography. Each academic year pupils build on their knowledge and skills, with clear expectations of what they should be able to achieve at that stage for their age and ability |

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| How and why do you organise/sequence your curriculum in the way you do? | The Geography curriculum builds knowledge of critical content over time so that it is fluent and flexible. The Geography curriculum is sequenced so the fundamental knowledge and skills are taught at the beginning of the course so that pupils can build on prior learning in future topics, moving their understanding from the familiar and concrete to the unfamiliar and abstract. Pupils will develop a good understanding of conditions, processes and interactions, working with more complex information and in a variety of different contexts as the course proceeds. For example, at key stage 3 pupils learn about coastal processes in a broad sense, whereas at key stage 4 pupils study this in more depth, developing their long-term memory, to enable them to apply their knowledge and understanding through geographical enquiry by undertaking fieldwork. The nature of the curriculum allows us to ensure that pupils have progressed from knowledge and understanding to application of knowledge and understanding. Topics have been carefully sequenced to lay foundations for future topics (for example Year 9 Weather and Climate, followed by Climate Change), which in turn lays foundations for the topics being studied in 'Natural Hazards' and 'consuming energy resources' at GCSE level. At key stage 3 students study many topics, such as 'Natural disasters', which stresses the importance of the interconnection between human and/or physical processes, the location(s) studied and the effects on people and the environment. In doing so, pupils will gain a depth of knowledge and build a stronger sense of place. Content has been selected for this curriculum that involves making connections between the physical and human world through the study of different places and scales. This also involves concepts that induct pupils into the discipline of geography so that they can think and ask questions like a geographer, allowing them to make sense of the real world, and at the same time be able to make links between place, space and scale and how these interrelationships can change over time. |
| How do skills develop over time? | The Geography curriculum is designed in a way that skills are built upon as time progresses. The geography curriculum is sequenced so that the fundamental skills are taught at the beginning of the course so that pupils can build upon and practice these in future topics. For the first term in year 7, the pupils are taught basic geographical skills to give them the foundations to develop in future learning. For example, in year 7 pupils are taught basic map skills including 4 figure grid references. By the end of year 9, pupils will be fluent in using 6 figure grid references and applying them to map activities. Another example of how skills develop over time is that in year 7 pupils are taught basic geographical enquiry skills where they are able to identify questions and sequences of enquiry. By the time pupils are in year 11 they are able to draw well evidenced and informed conclusions about geographical questions and issues. To embed subject specific vocabulary pupils are provided with a glossary at the beginning of each topic which is used during lessons to broaden their use of key terminology |

| | Year Group | Autumn 1<br>7 weeks | Autumn 2<br>7 weeks | Spring 1<br>7 weeks | Spring 2<br>5 weeks | Summer 1<br>6 weeks | Summer 2<br>7 weeks |
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| What will be taught? | 7 | **Discovering the British Isles** | | **Discovering Planet Earth** | | | **Hello Africa** |
| | | 1. What is Geography<br>**Map Work Skills (5)**<br>1. To explain what a map is and understand how to use map symbols.<br>2. To describe the points of the compass and explain how to find a 4 and 6 fig. grid reference. ***DNA***<br>3. To explain how to measure distance on a map and recognise contour lines and understand how to find height<br>4. To practice using an OS map to plan a study.<br>5. To gain experience of using GIS (Digimaps), by using simple function tools such as measuring, annotating and linking images to places of interest.<br>**Geographical Skills (5)** | **About the UK (7)**<br>1. To be able to recognize the shape and features of the British Isles and be able to locate this on the global scale.<br>2. To explain the various countries that make up the British Isles and understand the difference between The British Isles, The United Kingdom and Great Britain.<br>3. To be able to identify the temperature patterns of The British Isles and explain why. ***DNA***<br>4. To be able to examine the immigration history of the British Isles.<br>5. To assess that some areas of the UK are more densely populated then | **The Causes of Natural Hazards (7)**<br>1. To explain the structure of the Earth.<br>2. To describe that Earth's crust is split into tectonic plates and explain how these move independently.<br>3. To describe the three types of plate boundaries and their characteristics.<br>4. To describe what a volcano is and know its various parts.<br>5. To explain why volcanoes form on constructive and destructive plate boundaries. ***DNA***<br>6. To explain why earthquakes occur on conservative and destructive plate boundaries.<br>7. To explain why tsunamis occur | 3. To analyse the primary and secondary effects of an earthquake (Haiti, 2010).<br>4. To analyse the social, economic and environmental effects of an earthquake (Syria, 2023).<br>**Managing Natural Hazards (6)**<br>1. To assess the responses to a volcanic eruption in a HIC (Mt Etna, 2002)<br>2. To assess the response to a volcanic eruption in a LIC. (Montserrat, 1995-1997)<br>3. To evaluate the effectiveness of strategies used to reduce the risks of volcanic eruptions.<br>4. To assess the responses to an earthquake in a HIC | **Assessment point 2**<br><br>**Rocks, Soils and Weathering (8)**<br>1. To know what rock is and recognise the various ways in which humans rely on them.<br>2. To know the meaning of the term weathering, and understand the two types of weathering.<br>3. To be able to identify sedimentary rock, and understand how it is formed.<br>4. To be able to identify igneous rock, and understand how it is formed.<br>5. To be able to identify metamorphic rock and understand how it is formed.<br>6. To understand how different types of | **Africa's Geography (6)**<br>1. To recognise the shape of the African continent, and be able to locate this on a global scale.<br>2. To understand some of the ways in which Africa has changed since human species first evolved on the continent.<br>3. To know 5 regions of modern day Africa, and remember some countries found within these.<br>4. To use data to recognise that some areas of Africa are more densely populated than others, and be able to locate Africa's major cities.<br>5. To know the main physical features of Africa, including |

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| | | 1. To apply the steps of drawing a technical sketch map.<br>2. To be able to apply the skills of sketch maps to a practical lesson exploring the local area. *(local fieldwork trip)*<br>3. To practice the skill of photographic interpretation<br>4. To recognise the range of graphs.<br>5. To analyse the various applications of different graphs<br>6. To explain and practice the difference between describing and explaining in geography. | others and begin to understand why.<br>6. To be able to assess the differences in different areas across the UK.<br>7. Case study: to be able to investigate our capital city: London.<br>**Assessment Point 1 (1)**<br>1. Revision lesson for summative assessment one.<br>2. Complete summative assessment one | with a focus on the Boxing day 2004 Tsunami. (2 lesssons).<br>**The Effects of Natural Hazards (4)**<br>1. To analyse the primary and secondary effects of a volcanic eruption.<br>2. To analyse the social, economic and environmental effects of a volcanic eruption (La Palma). | (Christchurch 2011).<br>5. To assess the responses to an earthquake in a LIC (Haiti 2010).<br>6. To analyse the differences in response to an earthquake between the HIC and LIC. ***DNA*** | rock can change through the rock cycle. ***DNA***<br>7. To recognise that different rock types create different landscapes.<br>8. To understand what soil is, and recognise the structure of a soil profile. | major rivers, mountains, deserts and lakes.<br>6. To compare and contrast Africa's biomes ***DNA***<br>**Hello Kenya (4)**<br>1. To know Kenya's location on a local, national and global scale along with its physical features.<br>2. To understand Kenya's history before independence.<br>3. To assess the economic sectors of Kenya.<br>4. To investigate Kenya's level of wealth. |
| | 8 | **Discovering Global Development** | | **Discovering Global Population** | | **Hydrology, Coasts and Glaciation** | |
| | | **Global Inequality (1)**<br>1. To recongise that the world is an uneven place and | **Aid (4)**<br>1. To know what aid is and how it can | **Population (6)**<br>1. To understand the meaning of the term population | **The Pull of the City (5)**<br>1. To know the meaning of the | **Assessment Point 2 (1)**<br><br>**Coasts (4)** | **Managing Physical Landscapes (6)**<br>1. To understand the term 'flooding' and |

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| | | start to think where the rich and poor areas of the world are.<br>**Development (9)**<br>1. To know the meaning of the term development, and to categorise into 3 levels of development (LIC, MIC, HIC).<br>2. To know the various social, economic and environmental indicators of development, and evaluate why some are more effective than others.<br>3. To analyse the reasons for the development gap. ***DNA***<br>4. To investigate what is missing from the global development map.<br>5. To discover the level of Japan and understand why it is a HIC. | reduce the global development gap.<br>2. To remember the two main types of aid and recognize examples of this.<br>3. To use examples to explore the benefit of aid.<br>4. To use examples to explore the disadvantages of aid. ***DNA***<br><br>**Trade (3)**<br>1. To know the meaning of the term 'globalisation' and analyse why some corporations become multinational.<br>2. To analyse the advantages and disadvantages of TNC investment (Unilever).<br>3. To use the example of blood diamonds to see if all trade is beneficial.<br><br>**Assessment Point 1 (3)** | analyses how the global population has changed over time.<br>2. To evaluate the global population pattern (sparsely to densely populated). ***DNA***<br>3. To know why some countries populations are growing faster than others.<br>4. To assess why the UK's population is changing.<br>5. What is the Demographic Transition Model?<br>6. To evaluate the impact of population growth on the planet.<br><br>**Managing Populations (2)**<br>1. To know the meaning of the term 'migration' and analyse the different types and reasons for migration. | term 'rural-to-urban' migration<br>2. To use a specific case study of rural-to-urban migration and analyse why most people on Earth now live in urban areas ('push' and 'pull' factors) (Rio de Janeiro, Brazil). ***DNA***<br>3. To assess urbanisation around the world.<br>4. To evaluate the advantages and disadvantages of living in urban areas.<br>5. To assess how we can make urban areas more sustainable.<br><br>**Megacities and Slums (3)**<br>1. To know the meaning of the term 'megacity' and recognise the location of the | 1. To understand wave energy and compare constructive and destructive waves.<br>2. To analyse the processes of erosion, transportation and deposition.<br>3. To explain how coastal processes create landforms of erosion.<br>4. To explain how coastal processes create landforms of transportation and deposition.<br><br>**Water on the Land (6)**<br>1. To understand the water cycle including the main flows and stores.<br>2. To know the meaning of the term drainage basin and be able to identify the river's: watershed, channel, source, mouth, tributaries, | understand why rivers may flood.<br>2. To be able to identify how the risk of flooding may be increased by human activity.<br>3. To use a case study of a river flood within the UK to recognise the social, economic and environmental problems floods can cause.<br>4. To use a case study of a river flood within the UK to recognise the ways in which people respond to floods.<br>5. To use a case study of a coastline in the UK to recognise the social, economic and environmental impacts of erosion. *(This will link to a local field work trip).* ***DNA***<br>6. To use a case study of a coastline in the UK to recognise the ways in which |

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| | | 6. To discover the level of development in Malawi and understand why it is a LIC.<br>7. To assess why people try to escape poverty<br>8. To understand how development was impacted by COVID-19.<br>9. To understand the UN Global Development Goals. | 1. Revision lesson on global inequality and aid.<br>2. Revision lesson on trade and aid.<br>3. Development assessment | 2. To know a case study of one international migration flow, including the reasons for this flow and the risks involved. (2) | World's megacities.<br>2. To know one case study of a Slum, recognising the advantages and disadvantages of a slum dwelling (Dharavi, Mumbai, India).<br>3. To know one case study of how slum dwellings can be improved ( Dharavi, Mumbai, India) | confluence and basin.<br>3. To be able to draw a longitudinal profile of a river and understand how it changes throughout its course. As well as a cross section of a river channel.<br>4. To analyse how a river erodes, transports and deposits material. ***DNA***<br>5. To explain how fluvial processes create landforms of the upper course and middle course. | people respond to erosion.<br><br>**Glaciation (3)**<br>1. To understand the meaning of glaciation and recognise the main characteristics of a glacier.<br>2. To understand the 3 main processes done by a glacier and know the different types of these processes.<br>3. To describe and explain landforms of glacial erosion including: U-shaped and hanging valleys. |
| | 9 | **Weather and Climate** | | **Our World, Our Resources** | | **Discovering Asia** | |
| | | **Weather and Climate (10)**<br>1. To know the meaning of the terms weather and climate and analyse the atmospheric | **Climate Change (7)**<br><br>1. To understand how earth's climate has changed. | **Energy (5)**<br>1. To understand the meaning of 'energy' and analyse the two main types of energy production. | **Managing Fragile Environments (7)**<br><br>**Tropical Rainforests (4)**<br>1. To use a case study to analyse energy production in | **Assessment Point 2 (1)**<br><br>**Discovering Asia (6)**<br>1. To be able to accurately locate Asia on a World map recognising its | **China Today (6)**<br>1. To produce a sketch map to recognize China's physical features and climatic regions. |

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| | | layer that experiences weather.<br>2. To analyse how weather is caused.<br>3. To analyse the different methods, units and equipment used to measure several types of weather.<br>4. To analyse the 3 main types of rainfall, and the two main cloud types.<br>5. To know what air pressure is and analyse how it creates different types of weather.<br>6. To understand how heat is carried around the Earth. ***DNA***<br>7. To analyse how masses make the UK's weather so changeable.<br>8. To understand what a depression is and how it impacts weather. | 2. To analyse the human causes of climate change.<br>3. To analyse the physical causes of climate change.<br>4. To analyse how the Earth's climate is changing today.<br>5. To analyse and categorise the effects of climate change.<br>6. To consider who local actions have global effects.<br>7. To analyse some responses to climate change at individual, national and international scales.<br><br>**Assessment Point 1 (3)**<br>1. Revision lesson on weather and climate.<br>2. Revision lesson on climate change.<br>3. Weather and climate assessment | 2. To analyse ways in which levels of development are linked with levels of energy consumption.<br>3. To analyse the types of renewable and non-renewable energy and how energy is released from these sources.<br>4. To evaluate the advantages and disadvantages of alternative sources of energy production.<br>5. To explore the future possibilities of energy production, analysing the 'technological fix'. ***DNA***<br><br>**Sustainability (6)**<br>1. To know the term environmental problems and analyse several types of pollution.<br>2. To analyse how environmental problems have changed.<br>3. To analyse your own opinions and those of | tropical rainforest environments.<br>2. To use a case study to analyse the causes of deforestation.<br>3. To use a case study to analyse the effects of deforestation. ***DNA***<br>4. To use a case study to analyse sustainable management of tropical rain forests.<br>**Deserts (3)**<br>1. To use a case study to analyse energy production in hot desert environments.<br>2. To analyse the causes of desertification.<br>3. To use a case study to analyse sustainable management of | shape, size, major countries, boarders and surrounding bodies of water.<br>2. To know what Asia's human geography is like, including diverse economies and cultures.<br>3. To recognize Asia's physical features including its main mountains, rivers, deserts and glaciers.<br>4. To know the meaning of the terms 'densely' and 'sparsely' populated and use a choropleth map illustrating the distribution of Asia's population.<br>5. To recap the meaning of the term biome and understand and locate Asia's | 2. To be able to describe and explain China's population distribution.<br>3. To investigate why Shenzhen has become a megacity.<br>4. To understand why urban to rural migration is happening in China. ***DNA***<br>5. To assess the condition of China's environment.<br>6. To be able to describe in detail the Belt and Road initiative.<br><br>**GCSE Skills Booklet (5)**<br>(to be completed post roll over)<br>1. To be able to understand 4 and 6 figure grid references and identify OS map symbols.<br>2. To be able to measure distance on an OS map and to recognize |

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| | | 9. To know the difference between weather and climate and analyse climate graphs of two contrasting locations.<br>10. To investigate world climates. | | others to prioritise environmental problems today.<br>4. To analyse the range of human activities that cause certain environmental problems.<br>5. To know the meaning of the term 'eco footprint' and understand how it is calculated.<br>6. To understand the term sustainable and analyse sustainable and non-sustainable activities. | desert environments. | varieties of these. ***DNA***<br>6. To use GIS to accurately locate China at a global and regional scale.<br><br>**<u>China: an overview (2)</u>**<br>1. To understand the social, economic and environmental ways in which China has changed over the last 40 years. | landforms on an OS map.<br>3. To be able to understand a variety of geographical maps and graphs.<br>4. To be able to identify the different stages of geographical fieldwork.<br>5. To be able to write up a geographical report. |
| | 10 | **<u>Component One-Global Geographical Issues</u>** | | | **<u>Component Two- UK Geographical Issues.</u>** | | |
| | | **<u>Hazardous Earth (21)</u>**<br>1. Global Temperatures<br>2. The global circulation<br>3. The world's arid regions<br>4. Geographical learning: climate.<br>5. The causes of climate change. ***DNA*** | 18. Volcanoes in the developed world.<br>19. Developing world volcanic hazards.<br>20. Earthquake- Sendai and Haiti.<br>21. Earthquakes in the developing world.<br>**<u>Summative assessment 1- End of Topic Hazardous Earth Assessment.</u>** | **<u>Summative assessment 2- Year 10 mocks Hazardous Earth and Development.</u>**<br><br>**<u>Challenges of an Urbanising World (13)</u>**<br>1. A world of growing cities.<br>2. The worlds Megacities | **<u>The UK's evolving Physical Landscape (14)</u>**<br>1. Landscapes from the past.<br>2. The UK's relief and geology.<br>3. It's all about rocks.<br>4. Physical processes in the landscape.<br>5. People in the landscape.<br>6. Contrasting coasts. | **<u>Geographical investigations: The UK's evolving Physical Landscape (5)</u>**<br>1. Investigating coastal patterns and processes.<br>2. Primary data collection in coastal fieldwork. | 7. Flood threats and the future?<br>8. Managing the flood risk. ***DNA***<br><br>**<u>Year 10 mock exam preparation (3)</u>**<br>1. Hazardous Earth revision.<br>2. Developmental dynamics revision. |

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| | | 6. Past climates<br>7. Changing the atmosphere.<br>8. Changing climate<br>9. Tropical cyclones- Batten down the Hatches.<br>10. Tropical cyclone formation- ***DNA***<br>11. The impacts of tropical cyclone Amphan, Bangladesh, 2020<br>12. Planning and preparing for tropical cyclones- 1 Bangladesh.<br>13. Planning and preparing for tropical cyclones- 2 The USA.<br>14. Inside the Earth<br>15. The Earth's Heat Engine.<br>16. Plate Tectonics<br>17. Boundary Hazards. | **Developmental Dynamics (15)**<br>1. Measuring development.<br>2. Development and Population.<br>3. Global inequality<br>4. What's holding Malawi back? 1.<br>5. What's holding Malawi back? 2<br>6. How do countries develop?- ***DNA***<br>7. Development in the globalised world.<br>8. Introducing India.<br>9. India's place in a globalised world.<br>10. How TNCs operate in India.<br>11. The impacts of change in India.<br>12. Unequal Development.<br>13. A top-down project: the Narmada River Scheme.<br>14. A bottom- up project: biogas.<br>15. India- which way next. | 3. Urban process and change<br>4. How urban economies differ.<br>5. The changing face of London/ New York- ***DNA***<br>6. Land use in Cities.<br>7. Mumbai- a growing mega city.<br>8. Geographical skills: investigating spatial growth.<br>9. Mumbai's changing population<br>10. Quality of life in Mumbai.<br>11. Challenges facing Mumbai.<br>12. Sustainable Mumbai- 1<br>13. Sustainable Mumbai- 2.<br><br>**Summative assessment 3- end of topic Challenges of Urbanising worlds assessment.** | 7. The UK- climate and the coastline. ***DNA***<br>8. Coastal deposition.<br>9. Human activities and coasts.<br>10. The risks from coastal flooding.<br>11. Falling into the sea.<br>12. Managing the coast ***DNA***<br>13. Managing the modern way.<br>14. Geographical skills: investigating coasts. | 3. Processing and presenting coastal fieldwork.<br>4. Analysis and conclusions- coastal enquiry.<br>5. Evaluating your coastal enquiry ***DNA***<br><br>**The UK's evolving Physical Landscape- continued (8)**<br>1. River Processes in the upper course.<br>2. River valleys in the Upper course.<br>3. Rivers and valleys in the middle course.<br>4. Rivers and valleys in the lower course.<br>5. Geographical skills: investigating rivers and their valleys.<br>6. Understanding storm Hydrographs. | 3. Challenges of the Urbanising world revision.<br><br>**Summative assessment 3- Year 10 mocks Paper one.** |
| | 11 | **Component Two- UK Geographical Issues.** | | **Component Three- People and Environmental Issues.** | | | |

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| | | **The UK's evolving human landscape (20).**<br>1. Where we live- 1<br>2. Where we live-2<br>3. Who we are.<br>4. The decline of the 'old economy'.<br>5. The rise of the 'new economy'. ***DNA***<br>6. The impact of globalisation on the UK.<br>7. Understanding London's location.<br>8. Understanding London's structure.<br>9. London and Migration.<br>10. London's Inequalities. ***DNA***<br>11. Facing decline.<br>12. Expansion and regeneration!<br>13. The impacts of rebranding.<br>14. Geographical skills: investigating changing environments.<br>15. Improving London.<br>16. Beyond the capital.<br>17. Off to Devon? | 18. Challenges facing rural areas<br>19. New opportunities in rural areas.<br>20. Geographical skills: investigating tourism.<br><br>**Geographical investigations: The UK's evolving human landscape (5).**<br>1. Investigating variations in urban quality of life.<br>2. Primary data collection for urban fieldwork.<br>3. Processing and presenting urban fieldwork data.<br>4. Analysis and conclusions- urban enquiry. ***DNA***<br>5. Evaluating your urban enquiry.<br>**Summative assessment 1- year 11 mock paper 2.**<br>**People and the Biosphere (7)**<br>1. What and where are biomes? | **Forest under threat (11)**<br>1. What are tropical rainforests like?<br>2. Soil fertility and biodiversity.<br>3. What is the taiga like?<br>4. Direct threats to the rainforest.<br>5. Indirect threats to the tropical rainforest. ***DNA***<br>6. Direct threats to the taiga.<br>7. Taiga under pressure.<br>8. Protecting tropical rainforests.<br>9. A sustainable future for rainforests.<br>10. Conserving taiga wilderness.<br>11. Balancing exploitation and protection in the taiga.<br>**Summative assessment 3- end of topic test forests.**<br><br>**Consuming energy resources (13)** | 6. How much oils is there?<br>7. The changing price of oil.<br>8. The cost of developing fossil fuels- 1.<br>9. The cost of developing fossil fuels-2.<br>10. Reducing reliance on fossil fuels. ***DNA***<br>11. What are the alternatives?<br>12. What does the future look like?-1<br>13. What does the future look like?-2.<br>**Summative assessment 4- end of topic test energy**<br><br>Revision will be planned in line with pupil's needs and gaps in knowledge.<br><br>This will be informed by end of unit texts, mock exams, AFL, RAG rating and PLC's | **Students will be sitting final GCSE exams.**<br><br>Revision will be planned in line with pupil's needs and gaps in knowledge.<br><br>This will be informed by end of unit texts, mock exams, AFL, RAG rating and PLC's<br><br>No summative assessment as GCSEs have begun- continued formative assessment to guide revision | **Students will be sitting final GCSE exams.**<br><br>No summative assessment as GCSEs have begun- continued formative assessment to guide revision |

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| | | | 2. Local factors and biomes.<br>3. Geographical skills: learning about climate and biomes. ***DNA***<br>4. A life- support system.<br>5. Biomes and global services.<br>6. More and more resources.<br>7. Population versus resources theories: who's right?<br>**Summative assessment 2- end of unit biomes test.** | 1. Different types of energy resources.<br>2. Environmental impacts of energy use and extraction.<br>3. Access to energy resources.<br>4. Geographical skills: investigating global energy resources.<br>5. Global energy use. ***DNA*** | | | |

**Key Concepts:**

Place

Space

Environment

Interconnection

Sustainability

Scale

Change