

<b>Subject</b>	Geography
<b>Term</b>	Autumn
<b>Duration (Approx)</b>	9 Weeks
<b>Module</b>	Population

**Skills and concepts to be developed and assessed (linking to identified AOs)**

- Analyse data. And graphs
- How and why population increases generally
- What population density and life expectancy means
- How and why population density is uneven
- How and why the UK population has changed through history
- How and why world population growth is different around the world
- How much we depend on the Earth's resources
- Impact of population growth on the planet
- How population growth may change in the future and why
- Problems population growth will bring to the future

**Factual knowledge to be taught and assessed (including subject specific vocabulary).**

- How and why global population has changed through history, with reference to a graph
- Population density, life expectancy and other key terms
- Different population densities on a world map, compare population density with climate for various global locations; describe the impact of climate on population density
- At least 6 causes of population change in the UK, with reference to graphs
- Identify on a map where population is rising and falling; explain the impacts on population growth, of women's education, government policy and life expectancy
- Identify at least 2 of the Earth's resources and explain why we depend on them
- Examples of how population growth impacts on resources and explain why we depend on them
- Evaluate future trends in population growth
- Identify at least one problem from population change in Ethiopia and Germany



**Formative Assessment/key piece of work prior to end of unit:**

Pathway descriptors at the end of each lesson/unit

**Summative Assessment:**

Written assessment at the end of each term on 1 – 2 units of work

**Building Retention: What prior learning must be built upon/revisited and how will it be assessed?**

- Knowledge of where places, countries and continents are around the world
- Ability to interpret tables, graphs and colour-keyed maps

**Spelling-Punctuation-Grammar. How will you promote high standards within this module?**

- Sentence starters
- Drafting writing
- Accurate dictionary use
- Key words

**Link forward: where next for the learning?**

Moving on to urbanisation, movement and growth of population post industrial revolution

<b>Subject</b>	Geography
<b>Term</b>	Autumn
<b>Duration (Approx)</b>	3 Weeks
<b>Module</b>	GIS

### Skills and concepts to be developed and assessed (linking to identified AOs)

- To recognise that different types of data can be shown on maps
- To recognise correlations between sets of data
- To understand the basic principles of GIS
- To recognise what GIS can be used for and the importance of using it
- How to draw conclusions from studying data on a map and comparing it to aerial photographs
- To know why GIS needs to be in layers and accurately positioned

### Factual knowledge to be taught and assessed (including subject specific vocabulary).

- Key words, see SPAG
- To identify the significance of text and different symbols on a map
- Define correlation and draw correlations from correlating data on a map
- Explain that GIS consists of a computer with GIS software, map and accurate data about the map area
- Name at least 10 uses for GIS and explain why the outcomes may be important
- Identify the occurrence of crimes, and suggest reasons and solutions, using data on the map and an aerial photo
- Explain why different types of data need to be kept on separate layers; identify at least 3 methods of positioning data accurately on a map

### Formative Assessment/key piece of work prior to end

Pathway descriptors at the end of each lesson/unit



### Summative Assessment:

Written assessment at the end of each term on 1 – 2 units of work

### Building Retention: What prior learning must be built upon/revisited and how will it be assessed?

- To know that Sat Navs and smart phones use GIS
- Smart phones use Global Positioning System (GPS)
- Ability to interpret tables, graphs and colour-keyed maps

### Spelling-Punctuation-Grammar. How will you promote high standards within this module?

- Sentence starters
- Drafting writing
- Accurate dictionary use

### Link forward: where next for the learning?

GIS will be revisited in GCSE geography and students will be expected to interpret data and justify their findings using correlation