



















UNIT 1: Intro to Humanities (<i>bridging unit</i>) By the end of this unit of learning all students will be able to: <ul style="list-style-type: none"> - Demonstrate understanding of the key terminology/skills associated with being a historian. - Demonstrate independent understanding of one reason why Romans are significant in British history. - Demonstrate understanding of the key terminology/skills associated with being a geographer. - Demonstrate independent use of a range of map skills including: compass direction, grid references, scale and distance and longitude and latitude. 		List the Keywords that all students will be able to define by the end of this unit <ul style="list-style-type: none"> - Physical - Human - Environmental - Longitude - Latitude - OS Map
		How is this unit being assessed? <ul style="list-style-type: none"> - Ongoing live assessment
		Knowledge Organiser Link
UNIT 2: Weather & Climate Fieldwork By the end of this unit of learning all students will be able to: <ul style="list-style-type: none"> - Use grid referencing to identify the location of key features on a map. - Interpret data to learn about geographical topics. 		List the Keywords that all students will be able to define by the end of this unit <ul style="list-style-type: none"> - Fieldwork - Weather - Climate - Temperature - Precipitation
		How is this unit being assessed? <ul style="list-style-type: none"> -
		Knowledge Organiser Link
UNIT 3: Restless Earth By the end of this unit of learning all students will be able to <ul style="list-style-type: none"> - Demonstrate independent understanding of the structure of the Earth and its key characteristics. - Demonstrate independent understanding of the processes and features associated with rocks and the rock cycle. - Accurately locate key tectonic plates around the world on a map. - Accurately label key features and characteristics of a volcano. 		List the Keywords that all students will be able to define by the end of this unit <ul style="list-style-type: none"> - Igneous - Sedimentary - Metamorphic - Convection Currents - Pyroclastic Flow - Mitigation
		How is this unit being assessed? <ul style="list-style-type: none"> - End of unit assessment based on ambitious checkpoints
		Knowledge Organiser Link

<p>UNIT 4: Water & Rivers</p> <p>By the end of this unit of learning all students will be able to</p> <ul style="list-style-type: none"> - Identify and describe key features of the hydrological cycle. - Identify and describe the key features of rivers including profile and drainage basin. - Identify and describe key fluvial processes involved in rivers. - Explain how fluvial processes create key features of rivers. - Explain the causes and impacts of flooding. 		<p>List the Keywords that all students will be able to define by the end of this unit</p> <ul style="list-style-type: none"> - Drainage basin - Source - Mouth - Erosion - Transportation - Deposition - River Profile
		<p>How is this unit being assessed?</p> <ul style="list-style-type: none"> - End of unit assessment based on ambitious checkpoints
		<p>Knowledge Organiser Link</p>
<p>UNIT 5: Population & Development</p> <p>By the end of this unit of learning all students will be able to</p> <ul style="list-style-type: none"> - Identify development indicators - Describe how/why population changes overtime - Describe what migration is - Explain push and pull factors - Explain the causes of urbanisation - Explain what impacts urbanisation may have - Describe and explain ways in which we can reduce the development gap 		<p>List the Keywords that all students will be able to define by the end of this unit</p> <ul style="list-style-type: none"> - Population Density - Population Distribution - Migration - Urbanisation - Development - Brandt Line - Development Gap - Fairtrade
		<p>How is this unit being assessed?</p> <ul style="list-style-type: none"> - End of unit assessment based on ambitious checkpoints
		<p>Knowledge Organiser Link</p>
<p>UNIT 6: Locational Knowledge</p> <p>By the end of this unit of learning all students will be able to</p> <ul style="list-style-type: none"> - Identify the location of China, Indonesia and the major rivers of the world - State the two levels of development which a country can be categorised into (HIC/LIC) - Recall the location of India and major cities within 		<p>List the Keywords that all students will be able to define by the end of this unit</p> <ul style="list-style-type: none"> - Ocean - River - Physical - Climate - Biome - Permafrost

<ul style="list-style-type: none"> - Describe the difference between push and pull factors causing migration - Describe what indicators are and what they tell us about development within a country 		<p>How is this unit being assessed?</p> <ul style="list-style-type: none"> - End of unit assessment based on ambitious checkpoints
		<p>Knowledge Organiser Link</p>