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| **Geography** | | |
| **Term 1**  **Why does population change?** | | |
| Vocabulary | Knowledge | Objectives |
| * birth/death rate * cartogram * climate * densely populated * digital technologies * greenhouse gases | * Identify the most densely and sparsely populated areas. * Describe the increase in global population over time. * Begin to describe what might influence the environments people live in. * Define birth and death rates, suggesting what may influence them. * Define migration, discussing push and pull factors. * Explain why some people have no choice but to leave their homes. * Describe the causes of climate change, explaining its impact on the global population. * Suggest an action they can take to fight climate change. * Calculate the length of a route to scale. * Follow a selected route on an OS map. * Use a variety of data collection methods, including using a Likert scale. * Collect information from a member of the public. * Create a digital map to plot and compare data collected from two locations. Suggest an idea to improve the environment | 1. To understand the change and distribution of the global population. 2. To define birth and death rates and describe why they change. 3. To recognise the push and pull factors influencing migration. 4. To begin to understand the impact climate change can have on the global population. 5. To collect data showing how population impacts the amount of traffic and litter in an area. 6. To write a report on the fieldwork process, analyse findings and make suggestions to improve a situation. |
| **Term 2**  **Why do Oceans Matter?** | | |
| Vocabulary | Knowledge | Objectives |
| * atmosphere * ecology * erosion * decompose * digital map * geology * human footprint | * Describe the water cycle. * Describe how the ocean is used for human activity. * Explain how the ocean helps to regulate the Earth’s climate and temperature. Identify the Great Barrier Reef as part of Australia. * Describe the benefits of the Great Barrier reef. * Describe how humans impact the oceans and the consequences of this. * Explain some actions that can be taken to help support healthy oceans. * Explain which data collection method would be best for marine fieldwork and why. * Collect data using a tally chart, photographs and a sketch map. * Safely navigate the fieldwork environment. * Make suggestions for how to improve a marine environment. Present data using a tally chart and pie chart | 1. To explain the importance of our oceans. 2. To locate and describe the significance of the Great Barrier Reef. 3. To explain the impact humans have on coral reefs and oceans. 4. To understand ways to keep our oceans healthy and begin planning a fieldwork enquiry. 5. To collect data on the types of litter polluting a marine environment. 6. To present, analyse and evaluate data collected. |
| **Term 3**  **Can I carry out an independent fieldwork inquiry?** | | |
| Vocabulary | Knowledge | Objectives |
| * analyse * audience * city data * enquiry * evidence * impact | * Give examples of issues in the local area. Identify questions to be asked to find the relevant data. * Justify which data collection method is most suitable. * Design an accurate data collection template. * Identify areas along a route that are best for data collection. * Discuss how to mediate potential risks. * Collect data at points located on an OS map. * Manage risks during a fieldwork trip. Identify any outcomes from data collected. * Map data digitally. * Describe the enquiry process. | 1. To develop an enquiry question. 2. To determine the most effective data collection methods for fieldwork. 3. To plan a route for a fieldwork trip. 4. To collect the data to answer the enquiry question. 5. To determine an answer to the enquiry question. 6. To present my findings. |