Subject: Geography

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	Year 7 – Emerging	Year 7 – Secure	Year 7 – Exceeding
Unit 1- Glorious Geography	Students should be able to: - Define Geography and identify three types - Define Sustainability and identify three types - Identify the location of the UK on a world map using 4-point compass skills - Identify where Leicester is on a UK map - Identify places where people live around the world and describe a reason why Skills: - Use a four-point compass and along with four figure grid references to develop map skills and a sense of place, space and scale - Identify the temperature and rainfall in the UK on a climate graph - Describe what GIS is and name some examples	Students should be able to: - Explain all types of Geography - Explain all types of Sustainability - Describe the location of the UK using 8-point compass skills - Describe the location of Leicester using compass points at different scales - Explain where people live and factors that influence settlement such as climate. - Use 8-point compass skills and six figure grid references and apply to Loughborough and Leicester - Explain how the climate varies across the UK using key figures from a climate graph to support an answer - Explain how and why Geographers would use GIS	Students should be able to: - Explain all types of Geography using examples of geography in a range of contexts - Evaluate all types of sustainability and apply these to a range of global issues - Describe the location of the UK using a range of of scales and compass points. - Compare the location of Leicester to other locations; locally, nationally, and globally - Evaluate the influences of settlement and link to examples - Use skills to explore a range of places on a variety of maps to develop a sense of place, space and scale - Explain why the climate varies across the UK using place specific evidence and referring to global circulation systems - Evaluate the use of GIS using examples. Explore how GIS can be used to address and tackle sustainability
	Year 7 – Emerging	Year 7 – Secure	Year 7 – Exceeding
Unit 2- Why is there uneven development in Africa?	Students should be able to: Describe the key term 'development' and identify some ways of measuring it	Students should be able to: Explain how we measure a country's development using examples of development indicators	Students should be able to: Evaluate which development indicators are the best to use to measure a country's development and justify reasons why

	Year 7 – Emerging	Year 7 – Secure	Year 7 – Exceeding
	• Identify what a Human Development Index (HDI) map shows. Describe the terms 'Advanced Country', 'Low Income Developing Country' and 'Emerging Developing Country', giving examples of each. • Describe factors that influence development such as climate • Describe the term 'development gap' • Identify the location of Africa using compass points and describe what the continent is like using a few resources such as maps showing physical and human features • Describe the location of Kenya and identify a human and physical characters of Kenya • Use the Human Development Index to correctly identify Kenya's stage of development • Describe basic employment sectors in Kenya • Describe what a Sustainable Development Goal (SDG) is, give an example and give one reason as to why they are needed • Describe what the term 'aid' means and explain simple reasons why it may be given Skills • Describe what a choropleth map is	• Explain the distribution of LIDCs, EDCs and ACs by using a HDI map. Explain how HDI is calculated • Explain how factors such as climate help or hinder a country's development • Explain the social, economic, and environmental reasons for the development gap • Explain how African countries vary in terms of development by using a range of resources including maps and diagrams showing GDP, climate, and population density • Explain the human and physical characteristics of Kenya • Explain how developed Kenya is by using development indicators and Rostow's model • Explain why Kenya has specific employment sectors • Explain the different sustainable development goals, why the SDGs are needed/ important • Explain how different types of aid can help the development of a country • Explain how a choropleth map can help to show human development	• Explain global patterns of development and how they have changed over time using examples to support your answers • Suggest the most influential factors impacting a countries development linking to example countries • Suggest strategies that we can adopt to narrow the development gap • Analyse a variety of resources to explain why development varies across Africa using a wide range of evidence • Justify how Kenya's physical and human geography influences their development • Evaluate the level of development in Kenya and justify which stage of Rostow's model Kenya is at • Evaluate the impact that Kenya's employment sectors have on Kenya's development • Evaluate progress towards meeting the SDG's and explain the impact of unmet SDG's • Evaluate a country's dependency on aid using a case study • Suggest why a choropleth map is a better way of showing human development data than the Brandt line map
	Year 7 – Emerging	Year 7 – Secure	Year 7 – Exceeding
Unit 3- Population	Students should be able to: • Describe what population is, measure current population and describe how population has changed over time, along with projecting future change • Describe what population density and distribution is	Students should be able to: • Explain why the global population is changing, focussing on continents where population is increasing and decreasing the most • Explain how to measure population density and explain population distribution	Students should be able to: • Evaluate the impact of global population change • Evaluate what influences population distribution such as relief, climate, and access to resources

	• Describe what a population pyramid shows and use some key terminology	• Explain what a population pyramid shows using geographical terminology	• Analyse population pyramids and understand how they can show the development of a county and how they can be used to compare one country to another
	• Describe what a Demographic Transition Model (DTM) shows	• Explain how a DTM can show how the development of a country can impact the population using key terms such as birth/death rate	• Compare the DTM of one country with another, explaining the development of a country through population data
	• Identify what push and pull factors are and describe some • Identify the impacts of population growth on Leicester • Define 'overpopulation' and identify population issues in the Philippines, along with a simple cause, consequence and solution to these	• Explain how push and pull factors influence the population of a country • Explain the impacts of population growth on Leicester • Explain the causes of overpopulation in the Philippines as well as the social, economic, and environmental consequences of overpopulation. Explain possible solutions specific to the Philippines	• Apply push and pull factors to a case study (Leicester) • Evaluate the impact of a population growth on Leicester • Discuss the causes and evaluate the impact of overpopulations in the Philippines and suggest place specific solutions to this
	Skills • Describe what a population pyramid is using key terminology	• Explain population pyramids	• Compare the population pyramids of different countries
	• Describe what a Demographic Transition Model is • Describe what a bar chart and line graph show	• Explain how the DTM can be used to monitor the change in a country's population • Explain how a bar chart can compare the population of different countries and a line graph can show change over time	• Compare where countries are on the DTM, project change and analyse patterns • Evaluate the use of bar charts and line graphs in showing this information. Suggest alternative ways of presenting information
	Year 7- Emerging	Year 7- Secure	Year 8- Exceeding
Unit 4- is weather hazardous?	Students should be able to: •	Students should be able to: •	Students should be able to: •
	Year 7 – Emerging	Year 7 – Secure	Year 7 – Exceeding
Unit 5- Why is the Tropical Rainforests so important?	Students should be able to: • Describe what an ecosystem is and identify some places where different ones are found • Identify where Tropical Rainforests are found • Describe what the water cycle and nutrient cycle is	Students should be able to: • Explain what an ecosystem is using key terminology such as biotic and abiotic. Explain why ecosystems are found where they are, linking to lines of latitude • Describe and start to explain the distribution of the tropical rainforest • Explain how the nutrient and water cycle works	Students should be able to: • Explain how ecosystems are interdependent with specific flora and fauna. Explain how climate influences the location of ecosystems. • Detailed explanation of the distribution of the tropical rainforest using data and geographic vocabulary • Suggest why the nutrient cycle is vital to the success of a TRF • Analyse how the TRF is interdependent

	• Describe what the TRF is like by identifying the different plants and animals • Identify and describe a food chain in the TRF • Identify what goods and services the TRF provides • Describe what deforestation is • Describe the location of the Amazon Rainforest and identify key features • Define sustainability in the TRF and identify one way the tropical rainforest can be protected Skills • Use a choropleth map to identify the location of ecosystems • Identify what a climate graph shows • Identify the purpose of a GIS map of the TRF	• Explain why flora and fauna are found where they are in the TRF • Explain how a food chain work using key terminology • Explain how humans use the tropical rainforest • Explain the impacts of deforestation in the TRF • Explain what the Amazon Rainforest is like, linking to climate, physical features, and natural resources • Explain different methods that we can use to sustainably protect the rainforest • Use a choropleth map to Identify patterns of ecosystems • Use a climate graph to describe the climate over the year • Using GIS, explain the impact of human activity	• Explain the importance of the food chain in sustaining the TRF • Evaluate the impact of human use on the tropical rainforest • Evaluate the impact of deforestation in the TRF • Evaluate how the Amazon can be protected in the future • Evaluate the different methods that we can use to sustainably protect the rainforest • Use a choropleth map to Explain patterns of ecosystems, linking to climate • Use a climate graph to compare maximum/minimum climate figures • Evaluate the use of the GIS map and explain how it could be adapted to better show information a Geographer might require

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	Year 8 – Emerging	Year 8 – Secure	Year 8 – Exceeding
Unit 1- is planet earth a dangerous place to live?	Students should be able to: • Identify what a natural hazard is and use examples • Identify what a climatic and tectonic hazard is and identify where they happen • Identify the 4 layers of the earth • Name different plate boundaries. Identify where they are across the planet and the direction in which they are travelling • Identify and describe different types of volcanoes and link them to plate boundaries • Describe the causes of a volcanic eruption • Describe the consequences of a volcanic eruption • Locate Iceland on a map using compass points and referring to tectonic plate boundaries • Identify the causes, consequences, and responses of the volcanic eruption in Iceland	Students should be able to: • Describe what a natural hazard is using key terminology • Describe where tectonic and climatic hazards frequently occur • Describe how the layers of the earth are different for example, viscosity and temperature • Describe what is happening at different plate boundaries and explain how convection currents cause plate movement • Explain how volcanoes are different including how they are formed and the nature of their eruption • Explain how volcanoes erupt, using key terminology • Explain the consequences of a volcanic eruption, categorising them into social, economic, and environmental • Give a detailed description of the location of Iceland using compass points, a variety of scale and referring to plate boundaries • Explain the causes, consequences, and responses of the Icelandic volcanic eruption	Students should be able to: • Rank natural hazards under level of severity and frequency, justifying why. • Analyse the location of climatic and tectonic hazards to highlight patterns • Explain how processes in the mantle is responsible for changes on earth • Explore the consequences of plate movement on Earth by linking to physical features such as mountain ranges and ridges • Analyse patterns of volcanic activity across Earth, explaining reasons for anomalies • Explain how different volcanoes erupt in different ways, suggesting the impact of pyroclastic flow, lava bombs etc. • Evaluate the consequences of a volcanic eruptions and assess the risk and benefits of living close to a volcano • Give a detailed description of the location of Iceland on a variety of scales and explain how its location links to global hazards in the country. • Evaluate place specific causes, consequences, and the international responses to the Icelandic volcanic eruption • Evaluate why some earthquakes cause more damage than others

	- Describe the cause of an earthquake and how we measure earthquake activity - Describe the location of an earthquake in an AC and identify the causes and consequences of the earthquake - Describe the location of an earthquake in an LIDC and identify the causes and consequences of the earthquake - Describe the differences between the responses to an earthquake in an LIDC/AC **Skills:** - Identify what a proportional circle map is and describe what the key helps us to see - Describe how GIS can be used to locate tectonic hazards	- Explain why earthquakes happen using key terminology - Explain the causes, consequences (social, economic, and environmental), and responses of the Italian earthquake 2016 - Explain the causes, consequences (social, economic, and environmental), and responses of the Haitian earthquake 2010 - Explain why the responses to these earthquakes were different **Skills:** - Explain how a proportional circle map helps to measure tectonic activity - Explain why GIS is a useful tool in monitoring tectonic activity	- Evaluate the causes, consequences, and responses to the Italian earthquake 2016 - Evaluate the causes, consequences, and responses to the Haitian earthquake 2010 - Evaluate why the responses to these earthquakes were different **Skills:** - Analyse patterns of tectonic activity across the Earth using evidence from the map - Evaluate the types of layers used to monitor tectonic activity in GIS mapping
	Year 8- Emerging	Year 8- Secure	Year 8- Exceeding
Unit 2- Are there enough resources for us all?	Students should be able to: - Identify and define natural resources - Define water scarcity and describe how water is shared out across the globe - Describe the location of the Ogallala and describe what it is - Name and describe the causes of the water challenge - Know and describe the importance of soil and identify causes of desertification - Describe some of the ways we can fight desertification - Describe where oil is found and how oil is formed and identify different uses for oil - Identify different forms of renewable energies and briefly describe how UK homes receive power	Students should be able to: - Describe the different types of natural resources and the describe their distribution - Explain the difference between physical and economic water scarcity and how we use water - Explain what has happened to the Ogallala and explain what can be done - Explain some ways that we can tackle the physical and economic water scarcity - Describe and explain how soil is unequally shared and the natural and human causes of desertification, referring to the Sahel - Explain a variety of ways we can fight desertification - Explain the impacts of using oil to generate energy - Explain different types of renewable energies as well as explain how power gets to UK homes - Explain how a wind turbine generates energy	Students should be able to: - Explain the difference between renewable and non- renewable natural resources and explain how this links to settlement and development - Suggest the effects of water scarcity on people's lives, the economy, and the environment - Suggest what the future holds for the Ogallala and the regions that depend on it - Evaluate the suggestions of how to tackle the physical and economic water scarcity - Discuss the natural and human causes of desertification, referring to the Sahel - Evaluate suggestions to reduce desertification - Evaluate the use of oil - Evaluate the use of renewable energies across the UK and **suggest** why a country's use of renewables may differ on a global scale

	• Describe how wind farms work • Describe the best place to build a wind farm and briefly explain why **Skills** • I can describe locations on a map • I can identify proportions on a pie chart • I can read information on a graph using figures	• Explain the factors influencing the location of a wind farm • I can describe patterns found • I can convert percentages to degrees • I can compare different factors shown on the same graph	• Evaluate the best location for a wind farm, considering advantages and disadvantages of a selection of locations • I can explain why these patterns may have occurred and suggest what this might mean • I can create a pie chart to show information • I can explain what information on a graph shows and use this to suggest what might happen in the future
	Year 8- Emerging	Year 8- Secure	Year 8- Exceeding
Unit 3- is the UKs landscape distinctive?	Students should be able to: • Define key terms such as 'distinctive' and 'landscape'. • Identify key terms that make up a river basin • Describe how a river basin changes from source to mouth • Recall the key elements of the water cycle • Identify and describe geomorphic processes • Identify and describe the different landforms that are found along a river • Identify the causes and consequences of flooding in a river basin • Identify the main cause of the UK flood in 2019 • Identify and describe coastal geomorphic processes • Identify strategies used to protect the coastline	Students should be able to: • Define key terms independently • Analyse the features that make up different landscapes • Explain how a river changes from source to mouth • Explain how the water cycle works • Explain the different types of geomorphic processes • Explain the formation of landforms on a river • Explain the causes and consequences of flooding in a river basin • Explain the causes and consequences of the UK flood • Explain how coastal processes influence the shape of the coast • Describe the different methods of protecting the coastline including coastal management plans	Students should be able to: • Define key terms using examples to show understanding • Suggest how landscapes may change in the future and the influences of climate on them • Analyse how a river changes from source to mouth • Evaluate factors that can influence the water cycle. • Explain how these geomorphic processes change the nature of a river basin and suggest what influences these processes • Explain how landforms are created using a range of geographical vocabulary • Evaluate the cause and consequences of flooding in a river basin • Evaluate the causes and consequences of the UK 2019 flood and suggest how we can reduce the impacts of flooding • Explain how geomorphic processes influence the formation of landforms along the coastline • Evaluate the best methods of coastal protection considering factors such as cost

	Year 8 – Emerging	Year 8 – Secure	Year 8 – Exceeding
Unit 4- Climate Change	Students should be able to: • Define what a landscape and upland landscape is and locate them on a map • Identify erosional process that take place in upland landscapes • Describe what climate and climate change is • Describe how the earth is heating up • Describe what a carbon footprint is and identify countries that are contributing to climate change • Describe some of the impacts of climate change • Describe what the global target for reducing carbon emissions is • Describe the Paris agreement from 2016 • Describe some ways in which we recognise Leicester as a sustainable city Skills • Recognise features on an OS map • Describe what a proportional circle map shows	Students should be able to: • Describe what a landscape and upland landscape is and describe using geographical vocabulary their location • Describe the erosional processes that are responsible for creating landforms in upland areas • Explain how climate is changing, using evidence to support ideas • Explain the natural and the enhanced greenhouse effect • Explain how different countries are responsible for climate change • Explain a variety of impacts of climate change • Explain how countries are committed to reducing their carbon footprint • Explain the 2016 Paris agreement • Explain how Leicester's emissions have changed over time • Use 4 figure grid references to locate places on a map • Explain why GIS mapping is good for looking at carbon emissions by country	Students should be able to: • Explain in detail what an upland landscape is and explain where they are in the UK • Explain the influence of erosional processes in creating landforms found in upland areas • Evaluate the reliability of evidence for climate change • Evaluate the different human activity that contributes towards the enhanced greenhouse effect • Evaluate the impact that a country's carbon footprint has on the world and suggest how we can offset our carbon emissions • Evaluate the impacts of climate change on people, the economy, and the environment • Evaluate countries efforts in reducing their carbon footprint • Evaluate the sustainability of the Paris agreement 2016 • Evaluate the sustainability of Leicester city, comparing that to the targets of the Paris agreement • Use evidence from the map, a photograph, and an OS map to describe direction and use 6 figure grid references • Evaluate the use of GIS mapping and the appropriateness of the presentation of data
	Year 8 – Emerging	Year 8 – Secure	Year 8 – Exceeding
Unit 5- Field work techniques	Students should be able to: • You will be able to define what field work is. • You will be able to identify what needs to be included in a field sketch. • You will be able to describe how to complete a bipolar analysis. • You will be able identify different ways of presenting data. • You will be able describe how to complete a traffic count.	Students should be able to: • You will be able to explain why field work is important. • You will be able to explain why field sketches are useful. • You will be able to apply this to complete you own bipolar analysis of the school. • You will be able to apply this to present your data from your bipolar analysis. • You will be able to apply this to complete you own traffic count.	Students should be able to: • You will evaluate how useful fieldwork can be to geographers. • You will apply what you have learnt to create your own perfect geography field sketch. • You will evaluate how useful a bipolar analysis is to a geographer. • You will interpret what your data shows and write a detailed explanation using evidence. • You will evaluate how useful a traffic count is to a geographer.

	- You will be able identify the difference between open and closed questions. - You will be able to identify what makes a good analysis. - You will be able to define what GIS is.	- You will apply this to create your own questionnaire. - You will be able to describe and explain your data and use evidence to support your answer. - You will be able to describe and explain how GIS is used in the world.	- You will be able to evaluate the use of questionnaires to collect data. - You will include an extended explanation and evaluation in your data analysis. - You will evaluate the use of GIS.

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	Year 9 – Emerging	Year 9 – Secure	Year 9 – Exceeding
Unit 1- How and why is our global community increasingly interconnected?	Students should be able to: • Define interdependence and globalisation • Define fast and slow fashion • Identify countries where jeans are made • Define outsourcing and give an example • Define supply and demand within the context of trade • Define MNC/ TNC and identify some examples • Describe what Nike does as a company, where it operates and identify a positive and negative impact of Nike operating in LIDCs • Identify a simple relationship between people's earnings and the development of a country • Identify simple reasons why globalisation has been good and bad for the planet Skills; • Use a pre drawn graph to plot points relating to GDP and life expectancy (scatter graph). Describe using a single example, what the graph shows	Students should be able to: • Describe interdependence and globalisation • Describe what fast/slow fashion is and suggest some examples • Explain why jeans are a global product • Explain why outsourcing has taken place • Explain how demand will affect supply of products and services • Describe what a TNC is and where they operate • Explain why Nike operate globally and describe some of the impacts of its operations in LIDCs • Explain how globalisation and GDP has influenced the development of a country • Explain how globalisation has both helped and hindered global development • Independently draw a scatter graph, plotting all points and explain what the graph shows using multiple examples	Students should be able to: • Explain interdependence and globalisation using examples • Evaluate fast fashion by linking to environmental consequences. • Analyse patterns between countries who design, manufacture, and sell jeans. • Evaluate the impact of outsourcing on ACs and LIDCs • Evaluate the impacts of change in demand on supply and on LIDCs and EDCs • Evaluate the reasons why TNCs operate in LIDCs • Evaluate the impact of Nike operating in LIDCs including a range of social, economic, and environmental impacts • Evaluate the influence that globalisation has on global development using a range of examples to support ideas • Evaluate the impact of globalisation on the planet considering social, environmental, and economic impacts. • Plot all points accurately. Analyse the patterns between LIDCs, ACs and EDCs, suggesting why they exist and what could be done in the future to develop these

	Year 9 – Emerging	Year 9 – Secure	Year 9 – Exceeding
Unit 2- Southeast Asia	Students should be able to: • Describe the location of Southeast Asia on a map • Name the different ecosystems found in SE Asia • Describe the term 'environmental issue' and locate Borneo and Jakarta on Java Island in SE Asia. • Describe the climate in the Bornean rainforest and identify some or the flora and fauna found here • Describe what palm oil is and how the farming of it causes an environmental issue • Locate the Coral Triangle using compass points on a map and describe an environmental issue there • Describe how climate change can alter the coral reef • Locate the Phi Phi islands on a map using compass points and describe some of the issues around tourism Skills • Read a bar chart and line graph (climate graph) showing temperature and rainfall changes in a place over a year	Students should be able to: • Describe the location of Southeast Asia on a map using compass points • Explain how climate influences the ecosystems found here • Explain a range of environmental issues faced by Southeast Asia, their causes, and consequences • Explain how processes in the rainforest are interdependent • Explain the impacts of farming palm oil referring to different stakeholders in the rainforest • Explain how coral reefs form by using key terminology and explain how it is a fragile ecosystem • Explain the impact of a changing climate and human activity on the coral reef • Explain the problems and benefits of tourism to the Phi Phi islands • Use evidence for a line graph and bar chart to support explanations	Students should be able to: • Describe the location of Southeast Asia on a map using compass points and a variety of different scales • Suggest how climate change may alter the nature of these ecosystems • Evaluate the environmental issues facing SE Asia and suggest social, economic, and environmental impacts, ranking their severity • Evaluate how these processes may change in the future considering environmental issues • Evaluate the farming of palm oil, both locally and globally • Evaluate reasons why the coral reef is important, socially, economically, and environmentally • Evaluate the impact of a changing climate and human activity on the coral reef and suggest how we can mitigate against the impacts of environmental issues • Critically evaluate the impact of tourism on the Phi Phi islands, suggesting sustainable solutions and predicting what the future may hold for them • Analyse the patterns and trends shown in different types of graphs to draw conclusions.

	Year 9 – Emerging	Year 9 – Secure	Year 9 – Exceeding
Unit 3- Do we live in a concrete jungle?	Students should be able to: • Describe what urbanisation is and a megacity • Identify a cause of urbanisation. Describe some of the effects of urbanisation. Describe push and pull factors to urban areas • Describe where Mumbai is using a map, identify its development status and identify a cause of urbanisation • Describe what it is like to live in a slum in Mumbai • Describe one way in which Mumbai can become more sustainable • Identify and locate major cities of the UK. • Locate London within the UK using a map and explain briefly why it is an important city. • Identify some opportunities of living on London as well as some challenges that people face • Describe what a 'sustainable city is' using some examples Skills • Recognise what a proportional circle diagram is • Using a template, plot points on a line graph to show the population increase of certain types of country • Recognise what a choropleth map is	Students should be able to: • Explain how the patterns of urbanisation have changed around the world- suggesting where it is happening mostly • Explain why urbanisation is happening • Explain why Mumbai is experiencing urbanisation leading to it being a megacity • Explain the challenges for people living in slums including access to resources, employment, accommodation etc. • Explain what strategies have been put in place in Mumbai to help the city become more sustainable. Justify whether these have been successful or not • Explain the reasons for settlement and growth of UK cities • Explain how London is an example of a 'world city'- linking to local, national, and global scales. Explain push and pull factors that attract migration • Explain the opportunities and challenges faced by people living in London • Explain how cities can become more sustainable, referring to a case study • Using both types of maps, describe the distribution of megacities and patterns of urbanisation • Draw appropriate graph axes and add 4-line graphs independently. Describe what the graph shows using figures to support answers • Explain the patterns that different choropleth maps show	Students should be able to: • Evaluate the impact that Urbanisation has had on countries. • Evaluate the impact of urbanisation on people, the economy, and the environment • Explain the cause of urbanisation in an EDC and support it with place specific evidence and data • Evaluate the social, economic, and environmental challenges and opportunities that life in the slums has to offer • Evaluate the impact that previous sustainable strategies have had on people, the economy, and the environment. Suggest what could be done to help and justify reasons why using evidence and data • Evaluate the impact that urbanisation has had on UK (AC) cities • Evaluate the impact of London being a world city on its population. Analyse the impact of migration on London • Evaluate both opportunities and challenges of people living in London • Evaluate the most important characteristics of a sustainable city, justifying how these make a city sustainable for future generations • Explain why patterns are as they are- linking to physical and human factors. • Analyse the urban population growth between different types of countries. Suggest the impact that projected data would have

			• Analysing choropleth maps, using patterns to make justifications
	Year 9- Emerging	Year 9- Secure	Year 9- Exceeding
Unit 4- Is Russia globally significant?	Students should be able to: • Identify the location of Russia on a map • Describe some of the geographic features of Russia • Describe how climate changes across Russia • Describe where people in Russia live • Identify a few points in Russian history • Describe a key threat to the Taiga Forest • Describe some of the opportunities and challenges facing Russian mineral extraction • Identify countries in Europe who depend on Russia for energy • Locate Ukraine and Crimea on a local and global scale	Students should be able to: • Describe the location of Russia using compass points • Explain how the Ural Mountains were formed and what they represent • Explain why the climate changes across Europe • Explain how population in Russia has changed over time • Describe how people were treated in Russia in the past and how this has influenced their development • Explain reasons why the Taig is at threat • Explain in detail, using facts, the challenges, and opportunities of mineral extraction in Russia • Explain the consequences of depending on Russia for energy sources • Explain the problems that Russia face because of their geography in defence and trade making links to Crimea	Students should be able to: • Link the location of Russia to its global significance • Explain how the physical geography of Russia has an impact on the human geography of the country. • Compare the climates of Russia and explain how this influences the types of flora and fauna found there • Apply this to explain what influences settlement • Explain how key events in Russia's history influenced its development • Evaluate the impact of human activity in the Taiga • Evaluate the social, economic, and environmental impact that mineral extraction has in Norilsk, Russia. Suggest strategies of mitigation • Evaluate the advantages and disadvantages of importing gas from Russia and form a conclusion • Discuss, why Russia wanted control of Crimea and the impacts that this has