Key Stage 3 - Geography

- 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.
- 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
- are competent in the geographical skills needed to collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.
- Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

	Topic	Local Area	China	Eco-Systems	Food	India	Rivers and Water (Visit to the River Mersey)
7	**Pupils should know...** (Core knowledge and concepts to be learned)	**Where do I live?** • Locate where you live using a geographical framework, e.g. compass points, regional references.	**Where is China?** • What can you tell me about China? • Where is China located? Who are its neighbours? • Physical features of China	**What is an ecosystem?** • Where are the world's major ecosystems? What are they called? Make reference to Russia, Africa and the Middle	**Where does our food come from?** • Where did your breakfast come from? • How has our diet changed? How is it changing now?	**What is India like?** • What do you know about India? • Where is India located? **What is the climate of India like?** • The characteristics of	**How does water behave?** • What is the hydrological cycle? **What is infiltration and how does it vary?** Infiltration experiments on the school site

		• Work out the distance from where students live to school, introduce scale as an idea here and how it can be read • Introduce the terms human and physical geography • What are the key local physical and human features? **Map work** **Direction, compass points** My area – past **What was my local area like?**	• Human features of China • Are there any physical reasons that are apparent as to the site and situation of settlements? E.g. major Chinese cities located on the coast with industrial areas for ease of export Map skills: longitude and latitude **Is China all the same?** • The characteristics of China's contrasting areas: diversity of culture, language and ethnicity. • Contrast indicators: population,	East, among others. • Introduce climate graphs • What is the link between climate and latitude? • Key vocabulary: tropical rainforest, tundra, hot desert, savanna, temperate deciduous forest, terrestrial/marine, biotic, abiotic, maximum, minimum, precipitation, range, drought **What is the local climate like and how has it influenced local ecosystems?**	• What are food miles? **What are the characteristics of UK farming?** • What was it like in the past? • What is it like now? • What might it be like in the future? **How does food travel from farm to fork?** • How does meat/milk get from the farm to my plate? • Consider issues of animal rights/food miles and alternative methods of farming.	India's various climates • Interpret and contrast climate graphs • What is the monsoon? • Why do monsoons happen and why are they significant? • What are the advantages/ disadvantages of monsoons for people? **What are the characteristics of the population?** Key vocabulary: birth rate, death rate, life expectancy, urban and rural • Introduce population pyramids	**What do rivers do?** • Erosion, transportation and deposition **What landforms do rivers produce?** **Why do rivers flood?** • What causes flooding? • What problems does it cause for people? • Case study: local flood or flood in developing countries from Africa or Asia **How can we manage flooding?** Methods of flood management, e.g. dams and reservoirs, levees, warning system, afforestation,

		• How has it changed? • Consequences of use/management of an area: What are the positive and negative impacts of changes? • What changes can you remember? **My area – present** • What is my local area like now? • Environmental surveys **My area – future** • How would I like to change my local area?	topography, climate, etc. **What is the population of China like?** • Recent world population trends • How has China's population changed? • The one child policy: the consequences of an ageing population **What is it like living in China?** • What is it like living in China for children? How are Chinese and British schools different? • What's the difference	• Identify UK biomes (using an atlas) • How are UK biomes influenced by climate and other biotic factors Survey biomes around school – what might happen if these were altered (effects of global warming)? **Small scale ecosystems and food chains** • Examine a local ecosystem, e.g. pond or hedge • What animals and plants exist in the ecosystem? • Food chains and nutrient cycles	**How do developing countries grow/source their food?** • How does food production differ in other countries? Make reference to Africa and the Middle East. **What is fair trade?** • Case study: Zaytoun fair trade Palestinian olive oil **What is food aid?** • Where are people going hungry in the world? • Case study: How can people be helped? e.g. World Food Programme campaigns,	• Why does India have a high birth rate and death rate and low life expectancy? • Why is India's birth rate decreasing in urban populations? **Where do people live in India?** • How is the population distributed? • How does the distribution match the physical geography? • Introduce choropleth maps • Key vocabulary: densely/ sparsely populated, urbanisation, rural, push/pull factors.	overflow channels, flood plain zoning

			between democracy/ capitalism and communism? (use basic definitions) ● What is it like living under a communist government? Why is China trying to limit the activities of a MNC? e.g. Google **How is the UK linked to China?** ● What products does the UK get from China? ● Why do so many countries manufacture goods in China? ● Compare GDP per capita; interpret trade	● Key vocabulary: primary producers, top feeders, decomposers, interdependence **What are tropical rainforests (TRF) like?** ● Where are they located? ● Structure of TRF: what are their key characteristics? ● Common rainforest plants and animals Key vocabulary: adaptations, indigenous, emergent layer, canopy, understory, forest floor **How are tropical rainforests used and what are the consequences?**	Magic Breakfast, and so on	**Why are people leaving the countryside?** ● What is migration? ● What are push and pull factors? ● Compare rural and urban areas using development data ● Why are people eager to leave rural areas? ● Case study: what is life like in Dharavi? **Comparing India and the UK** ● What are the similarities and differences between the two countries? e.g. size, climate, population	

			maps/flow diagrams • Which countries does China trade with? **Is China environmentally friendly?** • Types of pollution: air, water, land and noise • What is the environmental cost of China's massive manufacturing industry? • How can these impacts be sustainably managed? Does China hold the key to environmental solutions not just problems? Ensure coverage	• What are the social, economic and environmental consequences of their use? • Why are tropical rainforests important to the wellbeing of our planet? • The importance of TRF goods and services, e.g. biodiversity • How are they used? e.g. settlement, mining, logging, hydroelectric power (HEP), farming. **What is the future for TRFs?** • Should we look after them? • The arguments for conservation • How can we look after them?		characteristics, culture	

			of interaction between human and physical geography.	• Sustainable use of TRFs: introduce ecotourism Case study: Borneo			
	Pupils should be able to do... (Skills being developed)	All pupils should develop their geography surveys by creating surveys and questionnaires, and collecting and analysing the data found. All pupils should begin to develop their contextual knowledge of locations and places	All pupils should have contextual knowledge of places and locations All pupils should have an understanding of environmental change.	All pupils should be able to label the diagram showing the structure of a rainforest All pupils should be able to find and describe the location of the world's major ecosystems: tropical rainforest, tundra, hot desert, savanna, temperate deciduous forest. All pupils should be able to investigate one use of TRFs. Al pupils should be able to conduct a survey around school.	All pupils should investigate different types of agriculture in developing countries All pupils should be able to create a graph to show how the percentage employed in agriculture has changed over time in the UK (UK and world data shown at 'Agricultural Employment' on the Our World in Data website). All pupils should be able to use data to produce a choropleth map to show regional population	All pupils should be able to use atlases and label the key human and physical features of India on maps.	All pupils should be able to show the causes and effects of an event. Pupils should be able to present findings to class. Pupils should be able to create their own animation/flipbook to show river processes. Pupils should be able to carry out fieldwork in the school grounds to test the infiltration capacity of various surfaces

				All pupils should be able to produce a climate graph for one of the ecosystems.	distribution in India Pupils should be able to compare the map with the physical geography – idea of the mountain and desert environments being unattractive for settlement and why, and coastal locations being more desirable and why.		
	Key Terminology	sustainable, well run, well connected, services, housing, transport, leisure, equality, economy.	overpopulation, resources, carrot and stick, granny police, little emperor syndrome, j/s curves	tropical rainforest, tundra, hot desert, savanna, temperate deciduous forest, terrestrial/marine, biotic, abiotic, maximum, minimum, precipitation, range, drought	food miles, global, local, GM food, obesity, organic farming, non-organic or intensive farming, free range, developing, emerging, commercial, subsistence, nomadic pastoralism, hunter gathering, plantations	birth rate, death rate, life expectancy, urban and rural	abrasion, corrosion, hydraulic action, suspension, saltation, traction and solution, waterfall, meander, ox bow lake, levee, flood plain
8	**Topic**	**Coasts (Visit to a local beach)**	**Tourism**	**Weather and Climate**	**Japan**	**Development**	**Economic Activities**

	Pupils should know... (Core knowledge and concepts to be learned)	**What does the UK coast look like?** ● What do we mean when we use the word 'coast'? ● How does the UK coast vary? ● How do humans make use of the coastline? Why do certain functions take place in coastal areas? E.g. import/export, fishing, tourism. ● What conflicts occur? **What processes happen at the coast?** ● How do waves form? ● Length of fetch: impact of size of surrounding ocean ● Revisit hydraulic action, abrasion, solution and attrition (from Y7 Rivers and Water)	**How have we been tourists?** ● Carry out a class survey to collect data relating to their last holiday ● Data presentation: flow lines, pictographs, etc. ● Holiday planning (across the topic): Develop knowledge of a city/rural site/country of choice through planning of a holiday: - what is the climate like? - what is the culture like? - what language do they speak? - what sites or activities are there? **How is tourism changing?**	**What is the weather like around school?** ● How do we measure weather? ● What instruments are used? ● Map skills: Where is the best place to put instruments? **The UK climate** ● Does weather vary according to location? Impact of aspect, shade, altitude and surface colour. ● How can we present weather data? ● Why is the west coast wetter? ● Why is the north cooler? ● Why is London warmer in	**What is Japan like?** ● What do students already know about Japan? ● What is the physical geography of Japan? ● What is the human geography of Japan? **What is the Japanese population like?** ● Demographic Transition Model (simplified) ● Why is there an ageing population? ● What are the consequences of an ageing population? **What is it like to live in Japan?**	**What are indicators of development?** ● What is a developing country? ● Which countries are developing? Make reference to Africa, Asia and the Middle East. **Developing, emerging, developed** ● What characteristics do emerging and developed countries have? Make reference to Russia, Africa, Asia and Middle East. ● How can we present development data?	● Define: economic activity ● How has employment structure changed over time? ● How does the structure differ between developing, emerging and developed countries? Relate to Rostow's development model. ● Make reference to Russia, Africa, Asia and the Middle East. Links can be made to China/India/Japan to revisit previous content. ● How to draw/interpret stacked graphs; introduce triangular graphs

		• How may processes differ at the coast compared with rivers, e.g. abrasion? What is longshore drift? **What landforms occur on the coast?** • What are the landforms of erosion? • What are the landforms of deposition? • How do they form? **How do we manage the coast?** • Why do we protect the coast? • How do we protect the coast? Why are some areas of coast	• How has tourism changed – globally and in the UK? • Why has tourism changed? • Why has it grown in popularity? **Tourism in the UK: National Parks** • What are National Parks? • Map skills: locate the parks on a map Case study: The Lake District **Tourism in the UK: National Parks** • What are the problems of tourism? • Which stakeholders are involved and why might their interests conflict?	winter than other areas at similar latitude? Key concepts: effect of latitude on climate, distance from the sea, types of rainfall, urban microclimates **What is UK weather like?** • What is the weather like in a depression? • What is the weather like in an anticyclone? **How do we forecast the weather?** • How is a weather forecast made? • What symbols are used? • How is the weather forecast	• What is the housing like? • What is the lifestyle like? • What is the culture like? • What are the clothes like? • What is the food like? What is Japanese school like? **How has Japan changed?** • Traditional (rice) farming culture • How has food production changed? • Why is the agriculture sector in decline? • Rise of services and	**Daily life in a developing country** • What is it like living in a developing country? • Define: urban and rural • Compare urban with rural environments • Case study: Ethiopia (name and locate the country and capital on a map) • Compare with Y7 topics India/China (emerging), using development data **How can we help developing countries?**	**The UK primary sector** • Recap agriculture in the UK, linking to Food (Y7) • The fishing industry: what does the fishing industry look like in the UK? • Is it typical of UK economic activities today? • Link to Ecosystems (Y7) **Why are some areas of the UK struggling to find jobs?** • What happened to the UK coal industry? • Where was the coal industry? (Opportunity for map skills.) Link to Week 1 - changing industrial structure and location near to raw materials.

		protected but others not? • Soft and hard defences What are the advantages and disadvantages of each method? (how the use and management of environments can have negative effects) **Coastline case study** • What are the key features of this coast? • What geographical processes are at work? • How is the coast protected? **What should we do with the coast?** • Geographical decision-making	• Managing the effects of tourism to avoid conflict **Tourism in a developing country** • Case study: Kenya • Where is Kenya? • What attracts people to visit it? • Make comparisons with India (linking to Y7) What are the advantages and disadvantages of tourism in developing countries? **Ecotourism** • What is ecotourism? Why is it good for the environment?	conveyed to the public? **What is extreme weather?** • What weather phenomena cause problems? • What problems are caused by extreme weather? • Case study: Hurricane Katrina **What is climate change?** • Change in climate from Ice Age to the present • Why is climate change happening? • What are the potential impacts for the	science/technology sectors **How hazardous is Japan?** • What hazards exist in Japan? • Map skills: use an atlas that shows the location of natural hazards • How are they managed? • Case study: What happened on 11 March 2011? What caused the event? How were the after effects managed? **How are the UK and Japan linked?** • Case study: Nissan car manufacturing, Sunderland	• (Basic) Principles of sustainable development Case study: two development projects in detail **What is an emerging country?** • What are the characteristics of emerging countries? • Make reference to Africa, Asia and the Middle East **Is life the same for everyone in the UK?** • Is there poverty in the UK?	• Why did it decline? • Where do we get coal from now? **Where should we put factories?** • What factors influence industrial location? • Why is the location of industry changing? • Why do industries locate in developing countries? • What is it like working in a sweatshop? • Links can be made to China/India/Japan /Development units to revisit previous content. **What is tertiary industry?**

		• Consider the viewpoint of stakeholders		UK and the world? • What can be done to lessen the impacts?	• What are the benefits for Nissan of basing manufacturing in NE England? What are the benefits for the UK? • Disadvantages of Foreign Direct Investment		• What sort of jobs does tertiary encompass? • Why do developing countries have fewer people in the tertiary sector? Link to literacy and fertility rates and make reference to Africa and Asia. **Quaternary industry** • What is the quaternary industry? • What is a footloose industry? • What is a science park? • What sorts of people does it employ?
	Pupils should be able to do... (Skills being	Pupils should be able to investigate and present a landform.	Pupils should be able to collect data about their summer holiday/most recent break/day trip. They	Pupils should be able to label the key features of a winter anticyclone and a summer	Pupils should be able to produce a Japan fact file, e.g. with maps to show the four main islands	Pupils should describe the advantages and disadvantages of development	Pupils should be able to draw line graphs to show the UK changes

	developed)	Pupils should sketch the landforms and label how they form, and either sketch or photograph any sea defences. Pupils should conduct a survey based on a student-devised questionnaire asking people how they feel about the defences.	decide what data they would like to collect and the best way of collecting it, e.g. Which country/town did you go to? How did you travel? How long did you stay? What did you stay in? Pupils should be able to use data to show how tourism has changed in the UK and internationally. Pupils should be able to investigate the advantages and disadvantages of tourism in Kenya	anticyclone. Pupils should be able to write a short weather summary as seen in newspapers, e.g. 'Thick fog expected in England and Wales on Monday morning' in the *Guardian*. Pupils should be able to describes the causes and the effects of an extreme weather phenomenon and present this to the class.	and major cities Pupils should contrast old and new agriculture in Japan and build up a table to show how practices have changed. Pupils should produce a report (written, filmed, etc.) of the tsunami and earthquake that occurred on 11 March 2011.	projects and then rank them in order of appropriateness, using what they have learnt about the principles of sustainable development Pupils should be able to work out a definition for an emerging country and locate them on a world map Pupils should be able to research indicators of development Pupils should be able to present their data in a variety of graphical formats	in employment structure over time Pupils should be able to draw up data, e.g. as stacked bars, from a range of countries. Pupils should be able to piece together the story of British coal and why it declined and put the information gathered in the correct order to create a timeline. .
	Key Vocabulary	coasts, stakeholder, function, longshore drift, headlands, bays, caves, arches, stacks, stumps, wave-cut notch	honeypot site, conflict management, resolution	prevailing winds, latitude, air masses, warm/cold front, frontal rainfall, tornado, snow storm, hail storm, tropical storm, primary/ secondary	birth rate, death rate, life expectancy, dependency, urbanisation, cultural shift, green technology, arable land	birth rate, death rate, life expectancy, calorific intake per day, people per doctor, literacy rate, GNP/GDP, HDI, large- and	primary, secondary, tertiary, quaternary, overfishing, sustainability, biomes, food webs, ecosystems

				effect		small-scale projects; UK Aid Direct	
9	**Topic**	**Population**	**Globalisation and Sustainability**	**Urban Areas**	**Natural Hazards**	**Extreme Environments (Visit to Chester Zoo)**	**Brazil**
	Pupils should know... (Core knowledge and concepts to be learned)	**Why do towns develop?** ● What do people need to survive? ● What factors encourage settlers to certain areas? **Where do people live?** · World population distribution – make reference to Russia, Africa,	**What is globalisation?** ● How am I a global citizen? **Transnational Corporations** ● What is a TNC? ● Case study of a TNC **Is globalisation a good thing?** ● What are the advantages of globalisation?	**What is urbanisation?** ● Where is urbanisation happening? ● ·Is it the same in every part of the world? ● What are the consequences? ● Link to Sustainability topic **What do cities look**	**What is a natural hazard?** ● ·What is a natural hazard? What is a disaster? ● How many people do they affect in a year? ● What are primary and secondary impacts? ● Where do natural hazards occur? ● Which is the	**What is an extreme environment?** ● ·What are the characteristics? ● ·Where are they in the world? Use an atlas and make reference to Russia, Africa, Asia and the Middle East. ● Do they exist in the UK? ● Link to Ecosystems	**What do we know about Brazil?** ● Where is Brazil? Make reference to compass points, latitude, continent, nearby countries and oceans. ● What is the human geography like? ● What is the physical geography like?

		Asia and the Middle East · UK population distribution **How is the world's population changing?** ● Which continents are growing most quickly? ● Why are some areas growing more quickly than others? ● Make links to Development unit (Y8). **What is overpopulation?** ● Does the world have too many people?	● What are the disadvantages of globalisation? **What is sustainability?** ● How am I a consumer? ● What do I consume? ● How much do I consume? ● Recap sustainable farm/food production (Y7), linking globalisation to sustainability **Is my school sustainable?** ● Investigate resource use in and	**like?** ● What is an urban model? ● ·What is in each sector of a model? ● ·How would you identify parts of a city on an OS map? ● How do developing, emerging and developed cities differ? Make reference to Russia, Africa, Asia and the Middle East.	most hazardous? **Plate tectonics** ● What's the structure of the Earth and how does this cause convection currents? ● What's the difference between continental and oceanic plates? ● What are the four types of plate boundary and what happens at each one? **Volcanoes**	(Y7) and Weather and Climate (Y8) **Hot deserts** ● Name and locate desert areas ● How extreme are hot deserts? ● How are the plants and animals adapted to life here? ● Link to Ecosystems (Y7) and Weather and Climate (Y8) **How do we use hot deserts?** ● In which different ways are they used?	● What level of development is Brazil? ● Link to TRF in Ecosystems (Y7) and Development (Y8) **Is all of Brazil the same?** ● Compare two regions (coastal and interior) ● What physical and human contrasts exist between regions? ● Why does this contrast exist? ● Link to Weather and Climate (Y8): main features of climate, why they vary and climate

		• What are the problems of overpopulation • How can these problems be solved? **Why do some countries have a youthful population?** • Which countries have youthful populations? • Why are infant mortality rates dropping in areas like Sub Saharan Africa, while fertility rates can remain high? What are the	around the school • Data analysis: what is the data telling us? Are there some parts of the school that use energy more efficiently? • How and why does electricity use vary throughout the year? **How could we make our school more sustainable?** • What ideas can we come up with to make the school more	**What is my local shopping area like?** · Collect, present and analyse data relating to the local shopping area **What should we do with derelict land?** • What can be done with derelict land? • Case study: local derelict area • Who are the stakeholders? • ·Why do people have different	• ·Why do they occur? • What problems do they cause? • How can we reduce their impact? • **Earthquakes** • Why do they occur? • What problems do they cause? • How can we reduce their impact? **Tropical storms** • ·Why do they occur? • What problems do they	(e.g. extreme sport, oil, agriculture, living) **Cold environments** • Name and locate cold environments • What is life like in Svalbard? • What are the problems of living here? • Link to Ecosystems (Y7) and Weather and Climate (Y8) **Mountain environments** • Name and locate mountain	graphs **Coffee growing in Brazil** • Why is coffee grown in Brazil? • Workings of a coffee plantation • Where does Brazilian coffee end up? • Link to Food (Y7) and Globalisation and Sustainability (Y8): environmental consequences of forest clearance for agriculture **The favelas of Brazil** • ·What is a favela? • What is it like

		consequences? • Cover issues of overpopulation/migration to urban areas, sanitation, clean water • Compare with the ageing population of Japan (Y8 **What is migration?** • Why do people migrate? (key vocabulary to recap: push and pull factors) • Where do people migrate to and from?	sustainable?	viewpoints? • ·Decision-making • Link to sustainability unit	cause? • How can we reduce their impact? **Is the impact of a natural hazard the same all over the world?** • Is the UK hazardous? • ·Compare and contrast events • ·Why do countries cope differently? • What affects a country's ability to cope with natural hazards?	areas • How mountains form (brief) • Why are mountain environments extreme? • What is it like to live here? • What are the challenges? **Advise an extreme environment expedition** • What do people need to be aware of when visiting an extreme environment? • What can they see/do? • How can	to live in a favela? • What are self-help schemes? • Why might someone move from a rural area to the slums of an urban area? • Link to India (Y7) regarding push/pull factors and Development (Y8) **What industries are there in Brazil?** • What are the main industries? • Where are they located? (atlas skills) • Who do they trade with?

		)				they make sure they do not damage the environment ?	**What did the 2016 Olympics do for Brazil?** ● How much did the Olympics cost Brazil? ● What were the positive and negative environmental impacts? ● What were the positive and negative social impacts? ● What were the long- and short-term benefits?
	Pupils should be able to do... (Skills being developed)	Pupils should be able to decision- make. Pupils should use historical and contemporary data to produce stacked	Pupils should be able to analyse data and present this data with more confidence. Pupils should be able	Pupils should be able to collect, present and analyse data relating to the local shopping area	Pupils should be able to use an atlas showing types of plate boundaries to locate where they are and what happens at each	Pupils should be able to write a definition of 'extreme environment' Pupils should be able to plot the locations	Pupils should be able to produce a map of Brazil to show its human and physical features and its location in South America.

		bars or several line graphs on one axis that show population totals by continent over time. Pupils should shade a map to illustrate growth rates and then comment on results, is there a pattern. Pupils should be able to give examples of migration.	to present the positives and negatives of globalisation. Pupils should be able to devise an enquiry to assess the sustainability of their school, e.g. they collect data on how people travel to school, ask the finance department about electricity use per month, monitor the number of photocopies printed, look at use of recycling bins, etc. Pupils should be able to devise a sustainability plan about how the school could make improvements.	Pupils should continue to develop their decision making skills. Pupils should continue to develop their skills on carrying out surveys. Some pupils may present their data/ results to the teacher/ senior staff.	(Mid Atlantic Ridge, etc.) Pupils should be able to investigate different volcanic eruptions with the research brief: was it managed well or not? Pupils should be able to report their findings back to the class. Pupils should be able to produce a Venn diagram that shows the similarities and differences between two natural hazards	of hot deserts, polar regions and mountain environments (e.g. Himalayas, Andes) on a world map and add labels to show why they are extreme. Pupils should be able to draw and describe a climate graph for a hot desert region. Pupils should be able to choose either hot deserts or a cold environment and produce either an advisory leaflet or PowerPoint presentation, showing what people need to take with them and why, what will they see and do, how can they ensure they do not damage the environment, etc.	Pupils should be able to produce a map of the different climate regions of Brazil along with an explanation of why the variations occur. Pupils should be able to investigate the main industries in Brazil, e.g. car manufacturing, steel production, mining, petrol processing. Pupils should be confident in presenting their findings.

	Key Vocabulary	location factors, site, situation, resources, distribution, density, sparse, dense	TNC, resources, trade, interdependent, trading bloc	urban sprawl, green belt, sustainability, comparison goods, convenience goods, chain store, independent trade, sphere of influence	core, mantle, active, dormant, extinct, crater, vent, magma chamber, ash, lava bomb, magma, lava, pyroclastic flow	topography, relief, mountain range, fold mountain, altitude	Input, output, sustainable farming, monoculture, habitat loss