

OCL Geography Curriculum: Long Term Plan

Core concepts in Geography:

Concept:	Definition:
Place	Location
Space	Meaning and features of a place (location)
Scale	Size: from local, national to global
Interdependence	The physical, human, and environmental worlds are dependent upon one another.
Physical processes	Referring to the natural world.
Human processes	Referring to the man-made world.
Environmental impact	Effects on the natural world
Sustainable development	Meeting the needs of today without harming the needs of the future.
Cultural awareness	The promotion of cultural diversity by being empathetic towards those from other cultures.

Types of knowledge in Geography:

Type of knowledge:	Definition:	Example:
Substantive knowledge	This is the content that is to be learned.	<i>Tectonic hazards occur along plate boundaries</i>
Disciplinary knowledge	The origins of substantive knowledge.	<i>We understand that tectonic hazards occur along plate boundaries partly because Alfred Wegener suggested the theory of continental drift</i>

Year 7

Brief overview

Across year 7, students are introduced to key topics of tectonics hazards, development, weather and climate, rivers, and the Middle East. Students should arrive to KS3 with an understanding of the world’s continents, countries, oceans and lines of latitudes. This prior understanding is drawn on during the Autumn 1 unit where students study the world at a local, national, and global scale. During this unit students start to think about these locations in a physical and human context and start to think about their sense of place. With a firm locational knowledge of the world, Autumn 2 focuses on social and economic development whereby students are exposed to the idea of development for the first time. During this unit of work, students gain an understanding of differing levels of development globally and the ways in which we measure these levels of development. Their learning during Autumn 2 is instrumental in helping students’ access future learning, such as how tectonic hazards have varying impacts on countries at differing levels of development in Spring 1. Tectonic hazards as a unit explores the causes, impacts and responses to tectonic hazards, such as earthquakes and volcanoes. Tectonic Hazards, in which students will study the causes, impacts and responses to earthquakes and tsunamis with a focus on volcanic hazards. Spring 2 introduces students to weather and climate where students explore weather processes, climate zones and the impacts extreme weather events have on people and the environment. Summer 1 focuses on rivers and their associated processes and landforms. Students are introduced to the concept of interconnectedness of the physical and human world through studying how physical events impact on the human world, as well as how human action can influence the physical world. The final unit of study is a study of The Middle East, whereby students will be introduced to countries in the Middle East such as the UAE and Yemen. The unit aims to build on student’s previous knowledge of many units including the physical landscapes, climate, social and economic development.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title	Geography of the UK and beyond	Social and Economic Development	Natural Hazards	Weather and climate	Rivers	Study of the Middle East
Relevant core concepts	<i>Place, space, scale, interdependence, physical and human processes, environmental impact, cultural awareness</i>	<i>Place, space, scale, interdependence, physical and human processes, sustainable development, cultural awareness</i>	<i>Place, space, scale, interdependence, physical and human processes, environmental impact, sustainable development, cultural awareness</i>	<i>Place, space, scale, interdependence, physical and human processes, environmental impact, cultural awareness</i>	<i>Place, space, scale, interdependence, physical and human processes, environmental impact, sustainable development</i>	<i>Place, space, scale, interdependence, physical and human processes, environmental impact, cultural awareness</i>
Relevant end point	➤ An understanding of the UK and wider world’s physical and human processes, at varying scales.	➤ An appreciation for how economies vary globally ➤ The causes and impacts of different economies around the world.	➤ To understand the causes and impacts of tectonic hazards, as well as ways humans can protect themselves.	➤ A detailed understanding of types of weather and ways in which we measure them. ➤ An appreciation for extreme weather events at varying scales.	➤ A recognition of the complex processes and landforms that occur along a river. ➤ An understanding of the ways flooding affects humans and how humans seek to protect themselves against flooding.	➤ To be able to tie together learning from Year 7 in a new context. ➤ Notions of population distribution, biomes, climate, physical processes, development and resources. ➤ An appreciation for the first time of conflict, which is built on in Year 8.
Core substantive knowledge	<ol style="list-style-type: none"> Physical geography of local area (Salford) Skills focus: Contour lines and relief Human geography of local area (Salford) Skills focus: 4 figure grid references (6 figure grid references optional) Direction (compass) and UK’s resource distribution: <i>food, water, energy</i> UK’s population distribution and scale and distance Name and location of the world’s seven continents and five major oceans Skills focus: Lines of longitude and latitude World’s resource distribution (<i>food, water, energy</i>) in relation to continents and oceans Mathematical skills: mean, mode, median, range, interquartile range 	<ol style="list-style-type: none"> Employment sectors (<i>Primary, Secondary, Tertiary, Quaternary</i>) Changing economies around the world Comparative economies around the world Development indicators (<i>for example, birth rate, life expectancy, GDP</i>) Causes of the development gap Impact of colonisation (Haiti) Quality of life in an LIC, NEE and HIC Reducing the development gap Fair trade Skills – 4 and 6 figure grid references 	<ol style="list-style-type: none"> Define and identify types of natural hazards Structure of the earth Types of plate boundaries (<i>constructive, destructive, conservative, collision</i>) Define and explain the formation of a volcano Effects of a volcanic eruption example Prediction, preparation, protection for both a volcano and earthquake Define and explain the formation of an earthquake Effects of an earthquake example Define and explain the formation of a tsunami Effects of a tsunami example The reasons people choose to live in areas of risk 	<ol style="list-style-type: none"> Define weather and climate and the ways we measure weather Interpreting weather systems Types of rainfall and the formation of rain (frontal, convectional and relief) Air pressure systems Extreme weather events at varying scales (Beast from the East, Australian wildfires, Hurricanes in North America) Describing climates using climate graphs Explaining climates around the world Climatic zones around the world UK weather and the roundabout Skills – lines of longitude and latitude 	<ol style="list-style-type: none"> Water cycle and a river’s drainage basin The use of rivers River processes (<i>erosion, transportation, deposition</i>) Landforms in the upper course (<i>waterfall and gorge</i>) Landforms in the middle course (<i>meander and ox-bow lake</i>) Skills (<i>grid references, contour lines, identifying river landforms on an OS map</i>) Causes and impacts of flooding Managing rivers (<i>Embankments, Flood relief channel, afforestation, land use zoning, planning/preparation</i>) Storm hydrographs Skills – contour lines and relief 	<ol style="list-style-type: none"> Introduction to the Middle East (<i>biomes found there, population distribution and concerns of climate change</i>) Physical landscapes of the Middle East (<i>Hot Desert</i>) Climate of the Middle East (<i>climate graphs</i>) Population of the Middle East Economic importance of the Middle East Resources in the Middle East Development in the Middle East (UAE) Deprivation of Yemen Conflict in the Middle East The role of the western world in the Middle East’s conflicts.

<p>Core disciplinary knowledge</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Observation of local areas to determine physical and human landscape features <input type="checkbox"/> Studies from geographers to determine demographics and distribution in an area <input type="checkbox"/> The idea that demographics can change over time <input type="checkbox"/> Geographers who study maps (cartography) to determine location of continents, oceans, and resources. 	<ul style="list-style-type: none"> <input type="checkbox"/> Geographers who study employment sectors to determine differing categories and make judgements about the types of jobs that fit into each <input type="checkbox"/> Data that shows us the economic status of countries, from organisations such office for national statistics <input type="checkbox"/> Observation of quality of life at varying scales to determine the features of an LIC, NEE and HIC <input type="checkbox"/> Geographers who have studied the ways to reduce the development gap, including the fair trade programme <input type="checkbox"/> News and social media 	<ul style="list-style-type: none"> <input type="checkbox"/> Geographers who study hazards (including the categorisation between meteorological and tectonic hazards) <input type="checkbox"/> Theory of continental drift and convection currents <input type="checkbox"/> Geographers such as Alfred Wegener in 1912 who suggested the theory of continental drift <input type="checkbox"/> Geologists who study natural hazards <input type="checkbox"/> News and social media 	<ul style="list-style-type: none"> <input type="checkbox"/> Climatologists who study weather and climate globally <input type="checkbox"/> Climatologists who study types of rainfall globally <input type="checkbox"/> Climatologists who observe extreme weather events at varying scales <input type="checkbox"/> Geographers who create climate graphs and interpret differing climates globally <input type="checkbox"/> An understanding that climates can change, a climate graph is a snapshot at one time <input type="checkbox"/> News and social media <input type="checkbox"/> Meteorologists who help people to determine upcoming weather 	<ul style="list-style-type: none"> <input type="checkbox"/> Limnologists (those who study fresh water) who dedicate their work to understanding and protecting rivers <input type="checkbox"/> Observation to determine similar characteristics in rivers at varying scales <input type="checkbox"/> Cartographers who create maps to help determine features such as the relief of land <input type="checkbox"/> Geographers who plan how to protect areas from flooding <input type="checkbox"/> Observation to determine the causes and impacts of flooding <input type="checkbox"/> Geographers who create storm hydrographs <input type="checkbox"/> News and social media 	<ul style="list-style-type: none"> <input type="checkbox"/> Geographers who study demographics and characteristics of places <input type="checkbox"/> News and social media <input type="checkbox"/> An understanding that characteristics change over time
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Year 8

Brief overview

Across year 8, students are introduced to key topics of population and urbanisation, cold environments, globalisations and superpowers, climate change, coasts, and sustainability. Students will start year 8 studying population and urbanisation. Knowledge and understanding of social and economic development (Y7) will be built upon by exploring the DTM and comparing populations in different stages of development. The unit then explores the key theme of migration and the opportunities and challenges it poses for Mumbai's population and environment. The unit ends by building on year 7 knowledge of sustainability by looking for sustainable solutions for Mumbai's urban growth challenges. Within cold environments, students will build on their knowledge of places and processes by exploring cold environments and their associated glacial processes and landforms in Antarctica and Russia. Next is a study of globalisation and superpowers. In this unit students will build on their understanding of places and countries by identifying key global players such as China. Student understanding of how countries develop, helps them to understand how globalisation impacts on countries in various stages of development. Students will finish this unit by exploring the interconnectedness between countries and will look at China's investment in different countries in Africa. Students continue their study of climate change which builds on their understanding of weather and climate from year 7. Initially students will identify evidence of climate change and then explore its natural and anthropogenic causes. They will build on their knowledge of places from year 7 and explore the impacts of climate change across the globe. Further to this students gain a deeper understanding on how a country's level of development (year 7) and globalisation (year 8) can influence the causes, impacts and responses to climate change. This unit will finish by looking at the role we can play both globally and locally in dealing with climate change, getting student to think about how they can be active global citizens in their own homes, academies and further afield. The coasts unit builds on students' knowledge and understanding of physical processes from their previous study of rivers and glacial landscapes. Students will first look at the physical processes and then how these processes form landforms along the coast and then how coasts can be managed and will explore this through and decision making exercise. Year 8 finishes with a study of sustainability. In this students must focus on some of the world's key sustainable challenges including fast fashion and/or plastics in the ocean. Students, again, will be forced to consider their role in these environmental challenges. The unit ends with students completing their first fieldwork where they collect primary data to determine the sustainability of their local area. For some students this will be their first experience of fieldwork.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title	Population and Urbanisation	Cold Environments	Globalisation and Superpowers	Climate Change	Coasts	Sustainability
Relevant core concepts	<i>Place, space, scale, interdependence, human processes, environmental impact, sustainable development, cultural awareness</i>	<i>Place, space, scale, interdependence, physical and human processes, environmental impact, sustainable development</i>	<i>Place, space, scale, interdependence, human processes, environmental impact, cultural awareness</i>	<i>Place, space, scale, interdependence, physical and human processes, environmental impact, sustainable development</i>	<i>Place, space, scale, interdependence, physical and human processes, environmental impact, sustainable development, cultural awareness</i>	<i>Place, space, scale, interdependence, physical and human processes, environmental impact, sustainable development</i>
Relevant end points	<ul style="list-style-type: none"> ➤ An understanding of how populations vary globally and the reasons for this. ➤ An appreciation of the opportunities and challenges urban growth brings, as well as the solutions to managing populations. 	<ul style="list-style-type: none"> ➤ A recognition of the complex processes and landforms that occur in glacial landscapes. ➤ An understanding of the opportunities and challenges in glacial environments, as well as the ways to manage these complex landscapes. 	<ul style="list-style-type: none"> ➤ To understand what is meant by globalisation, as well as the causes, impacts and effects of globalisation. ➤ To understand who the main global superpowers are and the significance of China as a major superpower. 	<ul style="list-style-type: none"> ➤ To understand the causes of climate change, both natural and human. ➤ An understanding of the impacts of climate change and how these vary globally, as well as the ways countries seek to manage these impacts (depending on level of development). 	<ul style="list-style-type: none"> ➤ A recognition of the complex processes and landforms that occur along a coastline. ➤ An understanding of the ways flooding and erosion affects coastlines and how humans seek to protect themselves. 	<ul style="list-style-type: none"> ➤ To be able to explain what is meant by sustainability and link it to the 2015 sustainable development goals. ➤ To be able to link this understanding of sustainability with students local areas.
Core substantive knowledge	<ol style="list-style-type: none"> 1. Describing and explaining global population distribution 2. Demographic Transition Model (DTM) 3. Comparing population demographics in countries at varying stages of the DTM 4. Population pyramids 5. Migration and natural increase 6. Urbanisation and the formation of megacities 7. Opportunities and challenges of urban growth in Asia 8. Quality of life in slums 9. Sustainability in Asia (ways to manage challenges in slums) 10. Managing populations (one child policy in China and Russia) 	<ol style="list-style-type: none"> 1. Characteristics of cold environments (biomes, distribution) 2. Glacial processes (erosion, weathering, transportation, deposition) 3. Erosional landforms (corrie, arete and pyramidal peak) 4. Depositional landforms (moraines and erratics) 5. Opportunities and challenges of glacial landscapes in the UK 6. Sustainable management of glacial landscapes in the UK 7. Antarctica (location and characteristics) 8. Antarctica (challenges and future threats) 9. Skills – 4 and 6 figure grid references 	<ol style="list-style-type: none"> 1. Definition of globalisation and how students are considered to be global citizens 2. Causes of globalisation 3. Globalisation advantages and disadvantages 4. Reducing the impact of globalisation 5. Definition of a superpower 6. Understanding of who the world's superpowers are and why 7. Emergence of China as a superpower 8. China's investment in Africa (neo-colonialism) 9. The shift in rural economies 10. Skills – Sketch maps and photos 	<ol style="list-style-type: none"> 1. Define climate change and evidence climate change exists 2. Natural causes of climate change (volcanic eruptions, orbital theory and sunspot theory) 3. Human causes of global warming 4. Who is to blame for climate change? 5. Impacts of climate change 6. Case study of flooding in Bangladesh 7. Case study of climate change in the UK 8. The responses to climate change (transport, national parks in the UK, afforestation, Paris Agreement) 9. Individual involvement in the climate change movement 10. Skills – mean, median, mode, range 	<ol style="list-style-type: none"> 1. Uses of the coastline 2. Coastal processes (erosion, weathering) 3. Erosional landforms (headland and bay, cave, arch, stack) 4. Coastal processes (longshore drift and deposition) 5. Depositional landforms (spit, bar, tombolo) 6. Mass movement and retreat (impact of geology on the coastline) 7. Coastal engineering (hard and soft engineering) 8. Shoreline Management Plans 9. Future threats to the coastline 10. Skills – scale and distance 	<ol style="list-style-type: none"> 1. Define sustainability (Sustainable Development Goals) 2. Describe sustainability in students local area (use of maps) 3. Exploration of green spaces and urban sustainability in students local area 4. Sustainable urban cities: transport and urban sustainability locally and nationally 5. Sustainable urban cities: transport and urban sustainability nationally (HS2) 6. Introduction to fieldwork (renewable energy) 7. To conduct fieldwork on my school site to determine how to improve sustainability 8. Decision-making exercise to decide

<p>Core disciplinary knowledge</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Data that shows us the economic status of countries, from organisations such office for national statistics <input type="checkbox"/> Geographers who study global populations to determine how they vary globally <input type="checkbox"/> Warren Thompson created the DTM in 1929 <input type="checkbox"/> Demographers who create up to date population graphs, such as population pyramids <input type="checkbox"/> Social media and news articles that helps to give an insight into quality of life <input type="checkbox"/> First hand experience (e.g. tourism) 	<ul style="list-style-type: none"> <input type="checkbox"/> Glaciologists who study glacial environments <input type="checkbox"/> Social media and news articles that help determine impacts occurring in remote cold environments <input type="checkbox"/> Cartographers who create maps to determine distribution of cold biomes <input type="checkbox"/> An understanding that landforms change over time 	<ul style="list-style-type: none"> <input type="checkbox"/> Data that shows us the economic status of countries, from organisations such office for national statistics <input type="checkbox"/> News and social media that helps to explain the impacts of globalisation <input type="checkbox"/> Observation to help understand how individuals are global citizens e.g. the food we eat or the clothes we wear <input type="checkbox"/> An understanding that characteristics change over time 	<ul style="list-style-type: none"> <input type="checkbox"/> International organisations, such as the IPCC, who publish current reports on climate change <input type="checkbox"/> Geographers who study natural and human causes of climate change, e.g. Milutin Milankovitch who suggested the orbital theory <input type="checkbox"/> Social media and news articles to understand how climate change has impacted places globally <input type="checkbox"/> Observation and experiences of climate change initiatives 	<ul style="list-style-type: none"> <input type="checkbox"/> Marine geologists who study coastlines <input type="checkbox"/> Coastal town planners who make and publish decisions (such as SMPs) on how to protect coastal environments. <input type="checkbox"/> Observation in the field to determine common characteristics in landscapes <input type="checkbox"/> Social media and news articles that help determine the potential future threats to coastlines e.g. climate change <input type="checkbox"/> An understanding that landforms change over time 	<ul style="list-style-type: none"> <input type="checkbox"/> The United Nations published the sustainable development goals in 2015, these are revised from the 2000 millennium development goals <input type="checkbox"/> Observation to understand sustainability surrounding students <input type="checkbox"/> Town planners who make decisions about improvements to urban environments, such as transportation improvements. <input type="checkbox"/> First hand data collection to determine sustainability levels in local area.
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Year 9

Brief overview

Across year 9 students will build on and link together the knowledge from year 7 and 8 so that they are well prepared for KS4 study, if they choose to study Geography further. The year starts with a topic on interconnectedness where students draw on all previous learning across years 7 and 8 to see how interconnected the physical and human worlds are; how physical process impact on humans socially, economically and environmentally; and how human actions impact on the physical world. This unit will be taught through the study of current topical issues, including Covid-19 and migration. While Autumn 1 consolidates student learning, Autumn 2 requires them to look ahead and see how the key processes learnt across years 7 and 8 are changing and how these will impact on future populations, cultures and physical landscapes. Again this unit will be taught through a study of current topical issues including the impact of climate change on coral bleaching in the Great Barrier Reef, the global trade of waste and threats to extreme environments including the frozen planet and forests. In Spring 1 and 2, students draw on their learning from the concept of ecosystems which has been introduced through a study of the deciduous ecosystem in the UK in year 7, as well as an exploration of cold environments in Russia and Antarctica and deserts in the Middle East during year 8. This will be, however, the first time students study ecosystems as a topic and will require students to see the links and processes that occur within the Amazon Rainforest, Sahara Desert and the Sahel's savannah. Again, the concept of interconnectedness will be a primary focus, requiring students to see how human interact with these environments and the impact they have. Year 9 finishes off with drawing on learning from tectonic hazards and social and economic development in year 7 to better understand how tectonic hazards affect countries of varying degrees of development. They then utilise their understanding of the UK, weather, climate change and fluvial processes taught across KS3 to see how tropical storms, extreme weather events and climate change impact on people and the environment and how these events are being affected by an ever changing world. a deep study of ecosystems.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title	Interconnectedness	Future threats	Biomes	Biomes	Natural Hazards	Natural Hazards
Relevant core concepts	<i>Place, space, scale, interdependence, physical and human processes, environmental impact, sustainable development, cultural awareness</i>	<i>Place, space, scale, interdependence, physical and human processes, environmental impact, sustainable development</i>	<i>Place, space, scale, interdependence, physical and human processes, environmental impact, sustainable development, cultural awareness</i>	<i>Place, space, scale, interdependence, physical and human processes, environmental impact, sustainable development, cultural awareness</i>	<i>Place, space, scale, interdependence, physical and human processes, environmental impact, cultural awareness</i>	<i>Place, space, scale, interdependence, physical and human processes, environmental impact, sustainable development, cultural awareness</i>
Relevant end points	<ul style="list-style-type: none"> To understand what is meant by interconnectedness and be able to explain how and why countries are connected globally through various examples. 	<ul style="list-style-type: none"> To explain what is meant by a future threat and understand the various threats that exist and continue to pose issues to our world. 	<ul style="list-style-type: none"> To understand the difference between small and global ecosystems and their characteristics. To appreciate the characteristics that exist within the tropical rainforest, as well as the human uses there and how this has both positive and negative impacts on the environment. 	<ul style="list-style-type: none"> To appreciate the characteristics that exist within the hot desert biome, as well as the human uses there and how this has both positive and negative impacts on the environment. To be able to explain the evidence, causes, impacts and solutions to climate change. 	<ul style="list-style-type: none"> To understand the types of natural hazards that exist, including meteorological and tectonic. An in-depth appreciation of tectonic hazards, including an explanation of how and why they occur. An understanding of how impacts of earthquakes vary depending on level of development, as well as the ways countries manage tectonic hazards. 	<ul style="list-style-type: none"> To explain the distribution, causes, impacts and responses of tropical storms and an example to illustrate this. To be able to explain what is meant by extreme weather events and an example of a flood to represent the impacts that occur.
Core substantive knowledge	<ol style="list-style-type: none"> Afghanistan introduction: the factors that mean there is a high production of poppies (location, terrain, poor infrastructure, conflict, and natural disasters) To explain how the Afghanistan heroin trail show us that crime interconnects our countries. Iceland introduction: location and explanation of eruption in 2010. To explain how the Iceland eruption of 2010 shows how interconnected countries are. Migration introduction: explanation of what migration is and the causes of migration. To explain how international migration makes countries so interconnected. 	<ol style="list-style-type: none"> Overpopulation and declining resources To understand how a rising population and climate change is leading to water insecurity. To understand the main concerns facing the future of energy. To understand how a developed world is leading to a rising waste issue. To explain how overfishing is impacting the ocean ecosystem. To explain how land use and extraction of resources is destroying the Earth's wilderness. Wilderness example – Patagonia. To explain how rising sea levels and climate change is causing harm to coral reefs. To understand the impact of climate change on our frozen planet. 	<ol style="list-style-type: none"> Introduction to ecosystems – definitions, components, links, food chain Introduction to ecosystems – food web, nutrient and energy cycle Example of a small scale ecosystem (the pond) Distribution and key characteristics of the world's ecosystems (link to pressure) GAC Introduction to the tropical rainforest (soils, climate, vegetation, animals) Stratification and vegetation adaptations in the tropical rainforest 	<ol style="list-style-type: none"> Introduction to the desert (soils, climate, vegetation, animals) Vegetation and animal adaptations in the desert Economic opportunities in the Thar Desert (agriculture, solar panels, oil/gas and tourism) Desertification in the Sahel Sustainable practices to reduce desertification in the Sahel. Evidence of Climate Change Natural causes of climate change Human causes of climate change Effects of climate change Mitigation Adaptation Geographical skills 	<ol style="list-style-type: none"> Types of natural hazard Theory of plate tectonics and continental drift Plate margins Plate margins Introduction to earthquakes – focus, epicentre, Richter Scale Effects of an earthquake in an LIC - Haiti Responses to an earthquake in an LIC - Haiti Effects of an earthquake in a HIC – L'Aquila Responses to an earthquake in a HIC – L'Aquila Prediction and planning for earthquakes to reduce risk and impact 	<ol style="list-style-type: none"> Impact of earthquakes in HICs and LICs What is a tropical storm and how are they caused? Tropical storm cross section and how climate change has impacted on tropical storms – distribution, intensity, frequency. Typhoon Haiyan effects Typhoon Haiyan responses Tropical storms: planning and prediction Evidence of extreme weather in the UK Somerset Flood effects Somerset Flood responses Geographical skills

	<p>7. COVID-19 introduction: to understand what COVID-19 is and how it spread worldwide.</p> <p>8. To explain how the COVID-19 pandemic shows how interconnected places are.</p> <p>9. Switched off places – North Korea</p> <p>10. Switched off places – the Sahel</p> <p>11. To outline how interconnected our world will be in the future.</p> <ul style="list-style-type: none"> ➤ <i>Food security in the Amazon Basin</i> ➤ <i>Agriculture and essentials to life, population growth, threats, sustainability</i> 	<p>10. To understand how climate change is threatening the future of USA national parks.</p> <p>11. To evaluate the threats that face our planet.</p>	<p>8. How do humans use the Amazon Rainforest? (logging, mining, HEP, settlements, roads, subsistence farming)</p> <p>9. Positive and negative impacts of human interference in the Amazon (deforestation)</p> <p>10. Sustainable practices to reduce deforestation in the rainforest</p> <p>11. Effectiveness of sustainable strategies.</p>		<p>11. Impact of earthquakes in HICs and LICs</p> <p>12. What is a tropical storm and how are they caused?</p> <p>13. Tropical storm cross section and how climate change has impacted on tropical storms – distribution, intensity, frequency.</p>	
<p>Core disciplinary knowledge</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Social media and news articles <input type="checkbox"/> Data that shows us the economic status of countries, from organisations such office for national statistics <input type="checkbox"/> First hand experiences of earthquake event in the UK or migration 	<ul style="list-style-type: none"> <input type="checkbox"/> Social media and news articles <input type="checkbox"/> Data that shows us the economic status of countries, from organisations such office for national statistics <input type="checkbox"/> Food threats from supermarket data <input type="checkbox"/> Organisations such as marine conversation society 	<ul style="list-style-type: none"> <input type="checkbox"/> Organisations such as the Rainforest Alliance <input type="checkbox"/> Data that shows us the economic status of countries, from organisations such office for national statistics <input type="checkbox"/> Social media and news articles <input type="checkbox"/> Fieldwork investigations of small scale local ecosystems 	<ul style="list-style-type: none"> <input type="checkbox"/> Data that shows us the economic status of countries, from organisations such office for national statistics <input type="checkbox"/> Geologists who study desert environments <input type="checkbox"/> International organisations, such as the IPCC, who publish current reports on climate change <input type="checkbox"/> Geographers who study natural and human causes of climate change, e.g. Milutin Milankovitch who suggested the orbital theory <input type="checkbox"/> Social media and news articles to understand how climate change has impacted places globally <input type="checkbox"/> Observation and experiences of climate change initiatives 	<ul style="list-style-type: none"> <input type="checkbox"/> Geographers who study hazards (including the categorisation between meteorological and tectonic hazards) <input type="checkbox"/> Theory of continental drift and convection currents <input type="checkbox"/> Geographers such as Alfred Wegener in 1912 who suggested the theory of continental drift <input type="checkbox"/> Geologists who study natural hazards <input type="checkbox"/> Social media and news articles 	<ul style="list-style-type: none"> <input type="checkbox"/> Social media and news articles <input type="checkbox"/> Geographers who study tropical storm events <input type="checkbox"/> Geographers who study extreme weather events

Year 10

Brief overview

Across Year 10, students will study both human and physical topics, including, *Physical Landscapes in the UK, Urban Issues and Challenges and the Changing Economic World* and will also complete a *fieldwork study* in two contrasting environments. Year 10 is the when students will commence their KS4 chosen subject option. Students will build on their prior KS3 knowledge in KS4 for many of the units studied. Students will be first introduced to Physical Landscapes of the UK whereby students start exploring the UK’s physical landscape and identifying lowland and upland areas. This is the base knowledge that is required to understand landscapes in the UK and will build on their prior study of coasts, rivers, and glacial landscapes in years 7, 8, and 9. Students start with the key physical processes involved in the formation of coasts and rivers and then apply this to explain the formation of landforms of erosion and deposition. Once student have grasped this knowledge, they will explore the management of coasts and rivers through real-life examples. Next, students will be their study of Urban Issues and challenges, building on their prior understanding of population and urbanisation in year 8. Students will explore population changes and trends and then look specifically at how urban change has created challenges and opportunities in Rio de Janeiro. This unit then continues with the second half of the Urban Issues and Challenges unit where they explore an urban environment in the UK focusing on the process of urban growth and the opportunities and challenges this brings. A local urban environment should be covered during this unit to help students have a better understanding of their local environment and context. The unit finishes with a study of sustainable urban planning and management. This unit draws on a range of previous topics covered across KS3 and KS4, including social and economic development, sustainability, population and urbanisation and interconnectedness and is pivotal for students continuing their study of Geography at KS5 where students must study either Regenerating Places or Diverse Places. Students will build on their prior fieldwork skills by completing fieldwork in two contrasting environments and will draw on their year 9 study of interconnectedness by showing an understanding of the interaction between the physical and human worlds. The Changing Economic World where they will gain an understating of how different countries across the world are classified based on a range of development indicators. This will build on their study of social and economic development in year 7. Further to this students explore the reasons why countries are at varying levels of wealth across the world and what can be done to reduce this gap. Students then apply this understanding to a real world context through the study of Nigeria and specifically how Nigeria had changed from a Low Income Country to a Newly Emerging Economy.

Spring 1	Spring 2	Autumn 1	Autumn 2	Summer 1	Summer 2
Urban Issues and Challenges	Urban Issues and Challenges	Physical Landscapes in the UK (Coasts)	Physical Landscapes in the UK (Rivers)	The Changing Economic World	Fieldwork (Generic, Human, and Physical fieldwork)
<i>Place, space, scale, interdependence, physical and human processes, environmental impact, sustainable development, cultural awareness</i>	<i>Place, space, scale, interdependence, human processes, environmental impact, sustainable development</i>	<i>Place, space, scale, interdependence, physical and human processes, environmental impact, sustainable development</i>	<i>Place, space, scale, interdependence, physical and human processes, environmental impact, sustainable development</i>	<i>Place, space, scale, interdependence, human processes, environmental impact, sustainable development, cultural awareness</i>	<i>Place, space, scale, interdependence, physical and human processes, environmental impact Depending on fieldwork study – sustainable development and cultural awareness</i>
<ul style="list-style-type: none"> ➤ To be able to explain why a growing percentage of the world’s population lives in urban areas. ➤ To understand how urban growth creates opportunities and challenges for a city in an NEE (Rio), as well as the solutions used to reduce the challenges. 	<ul style="list-style-type: none"> ➤ To be able to explain how urban change in cities in the UK leads to various social, economic and environmental opportunities and challenges. ➤ An example to illustrate how urban regeneration can be used to improve the challenges created by urban change (Salford Quays) ➤ An example to illustrate how urban living can be made more sustainable (Freiburg). 	<ul style="list-style-type: none"> ➤ To understand that the coast is shaped by several physical processes. ➤ To explain how these physical processes result in distinctive coastal landforms. ➤ To appreciate the different human management strategies used along the coasts to protect against these physical processes. 	<ul style="list-style-type: none"> ➤ To understand how the shape of river valleys change as they move downstream. ➤ To explain how physical processes along a river result in distinctive fluvial landforms. ➤ To appreciate the different human management strategies used along a river to protect against flooding. 	<ul style="list-style-type: none"> ➤ To understand that there are global variations in economical development and quality of life, including the ways to measure these differences and the causes, effects and ways to reduce these differences. ➤ To use an NEE (Nigeria) to illustrate how rapid economic development leads to social, environmental and cultural change. 	<ul style="list-style-type: none"> ➤ To understand the steps involved in a fieldwork enquiry. ➤ To have undertaken two enquiries in contrasting environments that show an understanding of both physical and human geography.
<ol style="list-style-type: none"> 1. Global patterns of urban change in differing parts of the world. 2. Factors affecting the rate of urbanisation: migration and natural increase 3. Introduction to Rio de Janeiro, including a breakdown of population statistics. 4. Social and economic opportunities in Rio. 5. Urban growth has resulted in social challenges, as well as solutions. 6. Urban growth has resulted in economic challenges, as well as solutions. 7. Urban growth has resulted in environmental challenges, as well as solutions. 	<ol style="list-style-type: none"> 1. Case study: Urban Regeneration – reasons the area needed to be regenerated (<i>Salford Quays</i>) 2. Case study: Urban regeneration – the main features of the project (<i>Salford Quays</i>) 3. Case study: Sustainable urban living (<i>Freiburg</i>) 4. AO3 skills practice 5. Sustainable traffic management 6. Sustainable urban management 	<ol style="list-style-type: none"> 1. Overview of UK landscapes – physical, urban. 2. Uses of the coastline 3. Waves – terminology and anatomy of constructive and destructive waves 4. Processes of weathering and erosion along the coastline 5. Mass movement 6. Headland & Bay and Wave cut platform formation 7. Cave, arch, stack formation 8. Processes of transportation (longshore drift) and deposition 9. Formation of beaches and sand dunes 10. Formation of spits, bars and tombolos 11. Identifying coastal landforms 	<ol style="list-style-type: none"> 1. Water cycle and drainage basin recap using OS map 2. River profiles and courses 3. River processes – erosion and weathering 4. River processes – transportation and deposition 5. Erosional landforms in the upper course - <i>V shape valley and interlocking spurs formation, waterfall and gorge</i> 6. Erosional and depositional landforms in the middle course - <i>Meander and ox-bow lake formation</i> 7. Depositional landforms in the lower course – <i>estuary, floodplain and levees</i> 	<ol style="list-style-type: none"> 1. Development indicators 2. Inconsistencies in data and importance of using more than one indicator 3. Human Development Indicator 4. Demographic Transition Model 5. Population pyramids 6. Causes of development gap 7. Effects of development gap 8. Ways to reduce the development gap 9. Ways to reduce the development gap 10. Tourism as a way of reducing the development gap (Jamaica) 11. 9 mark question practice <p>NIGERIA:</p>	<p>Generic fieldwork:</p> <ol style="list-style-type: none"> 1. Planning and introducing a piece of fieldwork 2. Data collection 3. Data presentation 4. Data analysis 5. Concluding a fieldwork 6. Evaluating a fieldwork <p><i>Physical:</i></p> <ul style="list-style-type: none"> ➤ <i>How do sand dunes change with distance from the shoreline at Ainsdale?</i> ➤ <i>How are Ainsdale sand dunes being managed?</i> <p><i>Human:</i></p>

<p>8. The creation of favelas, including the quality of life that exists there.</p> <p>9. Urban planning: How Brazil has tried to improve the quality of life for people living in urban areas. <i>Favela Bairro Project</i></p> <p>10. Population distribution in the UK</p> <p>11. Introduction to local major UK city: <i>including social, economic, environmental and cultural characteristics</i></p> <p>12. Urban skills practice</p> <p>13. Urban growth has provided social and economic opportunities in local urban area (<i>Manchester</i>)</p> <p>14. Urban growth has provided environmental opportunities in local urban area (<i>Manchester</i>)</p> <p>15. Urban growth has resulted in challenges in local area: <i>Creation of derelict areas and social inequality - (Manchester)</i></p> <p>16. Urban growth has resulted in challenges in local area: <i>housing and urban sprawl - (Manchester)</i></p> <p>17. Urban growth has resulted in challenges in local area: <i>pollution</i></p> <p>18. 9 mark question practice</p>		<p>12. Swanage Bay landforms</p> <p>13. Skills – direction and scale</p> <p>14. Why is it important to protect the coastline?</p> <p>15. Hard engineering strategies</p> <p>16. Soft engineering strategies</p> <p>17. Managed retreat</p> <p>18. <i>Case study: Dorset</i></p>	<p>8. Locating river landforms on OS maps using contour lines, grid references and symbols</p> <p>9. Reading storm hydrographs. What affects the likelihood of flooding (urbanisation, vegetation, deforestation, rock type, gradient)</p> <p>10. Case study: social, economic and environmental impacts of the Somerset Floods</p> <p>11. Hard engineering</p> <p>12. Soft engineering</p> <p>13. <i>Responses to the Somerset floods</i></p>	<p>12. Location of Nigeria and its local and global importance.</p> <p>13. Nigeria’s political, social, cultural and environmental context.</p> <p>14. How Nigeria is connected with other countries.</p> <p>15. Nigeria’s industrial and employment structure (the movement from the primary to secondary sector and how this affected economic development)</p> <p>16. Advantages and disadvantages of TNCs in Nigeria – Shell and KFC.</p> <p>17. Aid in Nigeria</p>	<p>➤ <i>Has the regeneration of Salford Quays been Successful?</i></p> <p><i>Issue Evaluation practice (previous year)</i></p>
<ul style="list-style-type: none"> <input type="checkbox"/> Data that shows us the economic status of countries, from organisations such office for national statistics <input type="checkbox"/> Geographers who study global populations to determine how they vary globally <input type="checkbox"/> Social media and news articles that helps to give an insight into quality of life <input type="checkbox"/> Town planners that are experts in the solutions to urban challenges 	<ul style="list-style-type: none"> <input type="checkbox"/> Demographers who study the structure of populations <input type="checkbox"/> Observation of the impacts regeneration projects have had <input type="checkbox"/> Historical records to show how urban change has occurred since the industrial revolution 	<ul style="list-style-type: none"> <input type="checkbox"/> Marine geologists who study coastlines <input type="checkbox"/> Coastal town planners who make and publish decisions (such as SMPs) on how to protect coastal environments. <input type="checkbox"/> Observation in the field to determine common characteristics in landscapes <input type="checkbox"/> Social media and news articles that help determine the potential future threats to coastlines e.g. climate change <input type="checkbox"/> An understanding that landforms change over time 	<ul style="list-style-type: none"> <input type="checkbox"/> Limnologists (those who study fresh water) who dedicate their work to understanding and protecting rivers <input type="checkbox"/> Observation to determine similar characteristics in rivers at varying scales <input type="checkbox"/> Cartographers who create maps to help determine features such as the relief of land <input type="checkbox"/> Geographers who plan how to protect areas from flooding <input type="checkbox"/> Observation to determine the causes and impacts of flooding <input type="checkbox"/> Geographers who create storm hydrographs <input type="checkbox"/> News and social media 	<ul style="list-style-type: none"> <input type="checkbox"/> Data that shows us the economic status of countries, from organisations such office for national statistics <input type="checkbox"/> Geographers who study global populations to determine how they vary globally <input type="checkbox"/> Warren Thompson created the DTM in 1929 <input type="checkbox"/> Demographers who create up to date population graphs, such as population pyramids <input type="checkbox"/> Social media and news articles that helps to give an insight into quality of life <input type="checkbox"/> First hand experience (e.g. tourism) 	<ul style="list-style-type: none"> <input type="checkbox"/> Observation in the field <input type="checkbox"/> Previous fieldwork studies to understand the processes involved in an enquiry

Year 11

Brief overview

Year 11 see students finish their KS4 Geography education, culminating with their GCSE exams. The year starts with students studying the second half of the *Changing Economic World* unit, whereby students explore the economic changes in the UK, a country at a different stage of development to Nigeria. This includes concepts such as de-industrialisation, which builds on Social and Economic development studied in Year 7. Other concepts are also explored such as sustainability which builds on the sustainability unit studied in Year 8. During Autumn 2 students undertake their final unit where they study the fundamental resources of food, water, and energy. The unit begins with a study of the availability and distribution of these resources in the UK, as well as how their use and availability is changing. Students are well prepared for this exploration due to their coverage of rivers, climate change, resources, and development in previous years. The unit then focuses on food availability on a global scale. They will gain an understanding of areas of surplus and deficit, how the global atmospheric circulation model influences this, the impact of food insecurity and how countries are trying to increase food supply both commercially and sustainably. The Challenge of Resource Management is finished by the start of Spring 2. The remainder of year 11 will focus on consolidating and applying previous learning to complex exam style questions in preparation for GCSE exams. In Spring 2 students will study the issue evaluation unit released by the exam board that encourages critical thinking and problem solving demonstrating knowledge and understanding from all units of the specification.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
Unit title	The Changing Economic World	The Challenge of Resource Management	The Challenge of Resource Management	Revision	Issue Evaluation + Revision
Relevant core concepts	<i>Place, space, scale, interdependence, human processes, environmental impact, sustainable development</i>	<i>Place, space, scale, interdependence, physical and human processes, environmental impact, sustainable development, cultural awareness</i>	<i>Place, space, scale, interdependence, physical and human processes, environmental impact, sustainable development, cultural awareness</i>	<i>Place, space, scale, interdependence, physical and human processes, environmental impact, sustainable development, cultural awareness</i>	<i>Place, space, scale, interdependence, physical and human processes, environmental impact, sustainable development, cultural awareness</i>
Relevant end points	To explain how major changes in the UK economy over time have affected employment and regional growth patterns.	<ul style="list-style-type: none"> ➤ To understand how fundamental the world's essential resources are to human development. ➤ To be able to explain how changing demand and availability of resources in the UK creates opportunities and challenges. 	<ul style="list-style-type: none"> ➤ An appreciation of the idea that demand for resources is rising globally but supply can be insecure, resulting in conflict. ➤ To explain the different strategies used to increase food supply. 	<ul style="list-style-type: none"> ➤ To identify gaps in pupils knowledge and address these areas of concerns. 	To be able to competently justify a decision related to a particular issue(s), using a broad range of synoptic information and evidence.
Core substantive knowledge	<ol style="list-style-type: none"> Environmental impacts of rapid economic growth in Nigeria. The impacts rapid economic growth have had on Nigeria's quality of life. 9 mark question practice <p>THE UK:</p> <ol style="list-style-type: none"> The ways the UK economy have changed (de-industrialisation and a post-industrial economy.) Post-industrial economy in the UK (tertiary and quaternary sectors). Growth of the quaternary sector (science/business parks) Sustainability in industrial development The ways rural populations have changed in the UK. The ways road and rail networks have changed in the UK. The way ports and airports have changed in the UK. The North-South divide The ways the UK is linked with the wider world. 9 mark question practice 	<ol style="list-style-type: none"> The distribution of the world's essential resources (<i>water, food, energy</i>) The causes and impacts of importing food into the UK Organic farming and agribusiness Water demand and transfers in the UK Water pollution in the UK Impact of using energy in the UK The UK's energy mix Geographical skills practice 	<p>Water</p> <ol style="list-style-type: none"> Areas of global surplus and deficit Water and links to GAC Demand for water resources is rising globally, but availability of water impacts food insecurity. Factors affecting water supply Impacts of water insecurity The different strategies that can be used to increase water supply. Water – example of a large scale water transfer scheme (Central Arizona Project - CAP) Moving towards a sustainable resource future An example of a local scheme in an LIC or NEE to increase sustainable supplies of food – <i>Makueni sand dam</i> 	<p>Bespoke revision in response to previous mock exams</p>	<p>Issue evaluation (6 lessons based on pre release booklet):</p> <ul style="list-style-type: none"> ➤ The issue(s) will arise from any aspect of the compulsory sections of the subject content but may extend beyond it using resources in relation to specific unseen contexts. ➤ Students develop knowledge and understanding of physical and human geography themes. ➤ This section is synoptic and the assessment will require students to use their learning of more than one of the themes across the compulsory units so that they can analyse a geographical issue at a range of scales, consider and select a possible option in relation to the issue(s) and justify their decision. <p>Bespoke revision in response to previous mock exams</p>

	<p>14. A03 skills practice 15. Geographical skills</p>				
<p>Core disciplinary knowledge</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Data that shows us the economic status of countries, from organisations such office for national statistics <input type="checkbox"/> Social media and news articles that inform us on changes to aspects of the UK, such as transportation 	<ul style="list-style-type: none"> <input type="checkbox"/> Social media and news articles that inform us on resources in the UK <input type="checkbox"/> Cartographers who map resources in the UK <input type="checkbox"/> Government policies on water pollution in the UK (UK gov website) 	<ul style="list-style-type: none"> <input type="checkbox"/> Social media and news articles that inform us on the state of food security in the UK and globally <input type="checkbox"/> Data from international organisations, such as WHO 	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Dependant on the unit of work</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> AQA exam board have researched particular issue to create pre release booklet <input type="checkbox"/> Their information comes from news articles, social media, and internet research.