Geography Curriculum

Intent

The intent of the Geography curriculum in our school is to provide a broad, balanced, and ambitious program of study that inspires in our students a curiosity and fascination about the world and its people. Our intention is to equip students with knowledge about diverse places, people, resources, and natural and human environments, along with an understanding of the Earth's key physical and human processes. We aim to instill in students a deep understanding of the complex interactions between the physical and human aspects of geography, and to develop their geographical skills, including fieldwork, cartographic, graphical, and statistical skills.

Implementation

The implementation of our intent is manifested through a carefully structured and sequenced curriculum that builds systematically on students' prior knowledge and understanding. Our teaching is underpinned by high-quality resources, including up-to-date maps, geographical information systems (GIS), and fieldwork equipment. We ensure that our curriculum includes a range of geographical contexts, exploring both local and global issues, and incorporates contemporary challenges such as climate change, globalization, and sustainable living.

Geographical inquiry and investigation are central to our approach, with opportunities for students to engage in fieldwork, whether in the local area, on residential trips, or with digital technology for virtual fieldwork. We actively promote cross-curricular links and embed opportunities for literacy, numeracy, and digital literacy within our geography lessons.

Our teaching strategies encompass a range of approaches, including stimulating discussions, practical activities, group work, and independent research, catering to the diverse learning needs and styles of all students. Our assessment practices are rigorous, providing ongoing feedback to students to enable them to make progress and achieve their full potential.

Impact

The impact of our Geography curriculum is evidenced through the outstanding outcomes achieved by our students. Students demonstrate a concrete and applied understanding of geographical concepts, confidently using a range of geographical terminology and analytical skills to interpret and explain diverse phenomena. They are adept at using maps, graphs, and data to interpret geographical information and draw informed conclusions.

Students develop a profound sense of environmental and social responsibility, exhibiting a keen awareness of the interconnectedness of the world and a commitment to sustainable practices. They are enthusiastic and astute observers of their local and global environments, able to critically evaluate the impact of human activities on these environments and propose informed solutions.

The impact of our Geography curriculum is evidenced not only in the exceptional progress and attainment of our students but also in their genuine passion for and engagement with the subject. Students leave our school as geographically literate, responsible global citizens, well-prepared for further study and able to make meaningful contributions to the world around them.

Yr	When	Lead	Topic	Summary	Skills and Knowledge	Afl	Big Questions	Key Words
7	Autumn 1	SHa	Where are we?	An understanding of what geography is, in terms of human and physical geography, and what it means to be a geographer. Developing a basic knowledge of the UK map, the four countries and their characteristics and the World map, the continents and oceans. Map skill development including an understanding of direction, scale, relief through contour lines, OS map symbols and both four and six figure grid references	Basic geographical knowledge of place. Geography in the news, introduction to geographical skills. Mapping and compass (16 point) Students can use OS map and write a description of the journey between two points. This will draw on their previous knowledge of place and the skill of applying compass points. Using OS maps students will navigate from Methwold school to Hockwold school, recording each step of their journey, identifying the roads and their direction of travel Students will complete the map symbols quiz, apply symbols to a map, explain why symbols are used. Videos from OS - 4 and 6 fig grid refs. Complete worksheets to practice identifying 4 and 6 fig grid refs Students should be asked why we need a scale. Examples used of world maps and OS maps - different scales. Students will then use tape measures to scale down items in the classroom Students will bring together all of the aspects they have learned about so far this half term and revisit the previous big questions and begin planning how they will create their own map using these features - students will be set the homework task of creating their own map over half term - previous examples can be used for modelling.	Students will be set the homework task of creating their own map over half term - previous examples can be used for modelling. -Cold calling questioning. - Whole class feedback -Peer assessment. -Self Assessment. -Homework. -Final summative assessment.	What is geography? What does an atlas tell us about our world? How do you navigate using an OS map? How do we show features on a map? How do we tell people where we are? Why does a map need to be drawn to scale? What features does a map need?	Ordnance Survey Contour lines Eastings Northings Compass Scale Direction Grid Reference Symbol Key
7	Autumn 2	SHa	Our Restless Earth	Earth structure in terms of layers and tectonic plate characteristics. In	Describe the structure of the earth - creative writing task	-Cold calling questioning.	What is beneath our feet?	Core Mantle

				conjunction with this a focus on continental theory and how it explains tectonic plate movement. The technicalities of both earthquakes and volcanoes, focus on what causes them to occur/erupt and how they are measured. 2 case studies used to apply this knowledge to. How monitoring, prediction, planning and prevention can be used to manage risk from earthquake and volcanic hazards.	Explain how Alfred Wegener discovered plate tectonics and his theory. Pangea - which planet is this? How has the earth gone from Pangea to present? Apply understanding of prior learning to explain the why Iceland and California experience tectonic hazards Analyse the reasons behind why people live in areas at risk. Scenario cards for students to study - then explain to peers why their character lives in an area at risk Introduce students to social, economic and environmental factors, and encourage them to make a decision based on these impacts - which is more devastating - with justification	- Whole class feedback -Peer assessment. -Self Assessment. -Homework. End of term assessment 70% Aut 2, 30% Aut 1	Has the map of the world always looked the same? What causes earthquakes and volcanoes? Why do people live in areas at risk? Are volcanoes or earthquakes more destructive?	Crust Convection Plate Tectonic Continental Oceanic Destructive Constructive Conservative Eruption Friction Social Economic Environmental
7	Spring 1	SHa	Bamboo Vs Boomerangs	An introduction to Australia and China, where they are in the world and how diverse their human and physical environments are. Comparison of China and Australia's	investigate what Australia and China are like and how developed they are. investigate the location of Australia and China in the world. to use maps to identify human and physical features of a place.	-Cold calling questioning. - Whole class feedback -Peer assessment.	How does Australia compare to China? Why does China have so many large cities?	Human Physical Culture Economy Similarities

				features. This includes population structure, economic status, culture (e.g. music and food) climate, topography and flora and fauna. This work will lead up to a project where students will pick either China or Australia and create a tourism leaflet for it using both human and physical geographical information.	to create accurate maps that show clearly the main features of a place. Investigate what life is like in the cities of Australia and China. Compare the weather and climate of Australia and China Find out why there are deserts in both Australia and China investigate the what, how and why of stereotyping. collect information about the people and culture of Australia Explain the risks posed by bushfires and cyclones in Australia Explain the risks caused by volcanoes, and earthquakes in China	-Self Assessment. -Homework. -Final summative assessment.	How does the climate of Australia and China compare? What are stereotypes and are they accurate? How can tourism benefit Australia and China? How is climate change impacting Australia and China?	Differences Climate Adaptations
7	Spring 2	SHa	Adventure Landscapes	An introduction to rock types and structures and how they can create the extreme landscapes around the world A focus on cliffs and caves and how they are formed and how they are used by animals and humans for a variety of reasons.	Identify some reasons why people visit Cheddar Gorge. understand how Cheddar Gorge was formed. understand the processes which form limestone features. identify some conflicts with activities in Cheddar Gorge. assess the impact of the activities. Suggest ways to minimise to the conflicts.	-Cold calling questioning. - Whole class feedback -Peer assessment. -Self Assessment. -Homework.	What is the history of Cheddar Gorge? How do people use Cheddar Gorge? How did Cheddar gorge form?	Sedimentary Tourism Conflict Environmental Decline Land use Migration

				Case studies or various 'extreme adventure' landscapes will be used to apply the rock characteristic knowledge to.	name some features in a cave and understand how these features are formed. use advanced geological terminology to describe the features and processes. understand the fragility of the systems and the impact humans have. identify ways in which the human impact can be minimised.	-Final summative assessment. End of term assessment 70% Aut 2, 30% Aut 1	How is conflict affecting Cheddar Gorge? How is the seasonal tourist industry a blessing and a curse?	Deprivation
7	Summer 1	SHa	You are what you eat	Where does your food come from? Organic methods vs intensive agribusiness. The impact of fishing on our coastal waters and worldwide. Food miles – the impact of importing and exporting food – how can we make greener choices?	know where basics foodstuffs come from. explain how pastoral and arable farming are linked to the production of certain foods. know where in the world suffers from under-nourishment describe and explain the distribution of undernourished places. effectively summarise the reasons for undernourishment. know why the UK imports fruit from places such as Kenya explain the impacts that this has on places like Kenya. able to effectively explain their own views, using evidence.	-Cold calling questioning. - Whole class feedback -Peer assessment. -Self Assessment. -Homework. -Final summative assessment.	Where does your food come from? What happens if we do not have enough food? How does the UK ensure food security? What method is best for society and the environment? Why is the fishing industry facing pressure?	Organic Intensive Arable Pastoral Agribusiness Food Miles Subsistence Malnourished Malnutrition

					know how farming has changed in the last 50 years. able to explain how farming has changed and decide if organic farming can be good for people and the planet. able to identify some disadvantages of organic farming. know the types of fish that we eat. able to argue whether fish farms or mass commercial fishing are the best option to supply our fish. decide if quotas or fishing bans would work know the positives and negatives of using biofuel. able to explain the positive and negative impacts of cash cropping. decide if cash cropping is positive or negative using evidence to reinforce conclusions. know why food prices change. explain the impact that changing food prices have on suppliers. explain how choices in developed countries impact upon less developed places that produce foods.		What problems face arable farmers?	

7	Summer 2	SHa	Antarctica	Glacial processes are explained and clarified through diagrams and images. Processes include erosion, transportation, deposition and human intervention. The physical landscape of Antarctica is covered, an understanding of how it has changed over time is taught to allow predictions to be made for the future of physical changes to Antarctica. The human influence on Antarctica is explained in a pros and cons approach to develop the evaluative skills needed in geography and many other subjects.	Map the physical geography of Antarctica and describe the environment. Describe the relative location of Antarctica. Know that the seasons are opposite in the southern hemisphere. Explain why the orbit and tilt of the Earth affect Antarctica's sunlight. Explain, using scientific vocabulary, why the Poles are much colder than the equator. Describe what a glacier is, how glaciers form and move. Suggest reasons what glaciers have shrunk over the last 150 years. identify equipment required for Antarctic exploration explain why people explore the Antarctic and will know some key dates in Antarctica's history. use research skills to investigate Antarctic explorations. Identify ways in which humans are impacting on climate change. able to name the types of ice and understand the greenhouse effect. understand the implications of climate change on Antarctica and the world. construct a climate graph.	-Cold calling questioning. - Whole class feedback -Peer assessment. -Self Assessment. -Homework. -Final summative assessment. End of term assessment 70% Aut 2, 30% Aut 1	Why is Antarctica described as the last great wilderness? Why is the climate in Antarctica so extreme? How have we discovered the secrets of Antarctica? Why is climate change effecting Antarctica so severely?	Glacier Climate change Calving Positive feedback Migration Extinction Extraction Conflict

					describe the differences between the climates of Antarctica and the UK. Explain why there is a difference in climate. know what the Antarctic Treaty is and identify some aims of the treaty and explain why it was necessary. evaluate the effectiveness of the treaty and assess future problems.			
8	Autumn 1	SHa	Rivers and flooding	What the three stages of a river are and how water flows into rivers, the water cycles and the various processes of water movement from source to mouth of a river. River processes of erosion, transportation and deposition and how they change the river from source to mouth. This teaches the application of theory to physical landscapes. Landforms created over the river course, including waterfalls, meanders and ox-ow lakes. This reinforces	3 key words explored, other examples of these can be used through dual coding. Link to air pressure - rising and falling air. Where / why does the cycle speed up / slow down. Students will create their own diagram of the drainage basin, labelling the key flows, stores, inputs and outputs. Video - River Severn from source to mouth - students will use this alongside a blank long profile diagram to annotate the changes in discharge, gradient, channel and valley shape and size as well as features. Explain the changes and reasons behind them by answering BQ. Time for geography - erosion, transport and deposition used alongside worksheets to identify the processes involved and how it shapes the land, and changes in sediment Time for geography videos with explain questions linked to features.	A piece of fieldwork finishes this module. It focuses on river infiltration and students pick three sites of different land types to develop an understanding of how land type can affect flood risk. -Cold calling questioning. - Whole class feedback	How does the water cycle shape the world? How does rain return to the sea? How does a river change as it flows to the sea? What processes shape a river? What features are created by a river? What are the Causes and	Attrition Abrasion Solution Hydraulic Action Traction Saltation Solution Suspension Oxbow lake Meander River cliff Slip-off-slope

				the theory of river processes by applying it to specific landforms. Human use of rivers and how humans react to floods and attempt to manage flood risk.	Annotate diagrams to help students explain the sequence of these formations. Students will be given 2 separate flooding events and must identify the social, economic and environmental impacts from text video and pictures Students will match the methods of preventing flooding and responding to flooding to the most appropriate scenario, appreciating that there is no single answer	-Peer assessment. -Self Assessment. -Homework. -Final summative assessment.	impacts of flooding? How can we respond to flooding?	Estuary Floodplain Interception Surface runoff Lag time Infiltration Percolation
8	Autumn 2	SHa	Population and Settlement	Where everyone lives and why, this develops a knowledge of distribution and density patterns of global population and the human and physical factors that affect these distribution patterns. Population structure analysis through the demographic transition model and population pyramids. This knowledge of how populations differ and the pros and cons of having older or younger populations or growing or shrinking populations is then applied to population control methods.	A range of options are presented to students to allow them to assess the physical and human features which should inform their decision on where to locate their settlement - students should justify their choice A comparison between settlement shape to engage thinking about why they are built this way. Different functions used to encourage the consideration of why settlements are located in certain places, and why some have grown larger than others A focus on London as an HIC city and its long history of pre to post industrialisation and how the city has changed in size and shape. In response to industrial revolution - the need to build outwards - limitation of greenbelts due to need for farming and to protect environment. Brownfield / greenfield sites - DME where should we build.	-Cold calling questioning. - Whole class feedback -Peer assessment. -Self Assessment. -Homework. -Final summative assessment. End of term assessment 70% Aut 2, 30% Aut 1	Why do our urban areas exist? How have our urban areas changed over time? How did the industrial revolution urbanise our country? As urban areas grow - where should we build? Where do over half of the world's population live?	Conurbation Mega city Hamlet Migration Land use Brownfield site Greenfield site Greenbelt Deprived Natural increase Natural decrease Urban / Rural Urbanisation

				Urbanisation, what it is and how it varies around the world. This widens students' knowledge of what a city is the inequalities that are often so extreme within urban areas.	Comparing cities in LICs/NEEs/HICs and understanding why these cities are growing at different rates - link to Industrial revolution Push/pull factors, choropleth maps to show distribution and density.		How are people and urban areas spread across the world?	
8	Spring 1	SHa	Our Weather and climate	Weather theory including how we measure weather, types of rainfall, types of cloud, air pressure and weather, depressions and fronts and weather forecasts. UK weather is used as a way to apply this knowledge of things such as air pressure and types of rainfall to where the students live so they can understand the weather around them. Climate change, how it is caused, what impacts it has and how it can be managed. This develops evaluative skills in students as it is heavily debated as to whether human or natural changes have	Understand the difference between weather and climate and how weather is measured. Define the terms 'weather' and 'climate'. Identify how to measure different types of weather and the units of measurement. Identify and describe the location of the climate zone that they live in. Understand what the water cycle is and where weather fits in to it. Draw a labelled diagram of the water cycle, identifying the stores and flows. Describe how water moves around the water cycle and where weather fits in. Explain why water moves around the water cycle, and how this creates certain weather conditions.	-Cold calling questioning. - Whole class feedback -Peer assessment. -Self Assessment. -Homework. -Final summative assessment.	How does weather and climate shape our world How do clouds form? How does air pressure determine our weather? How can we understand the climate of an area? How can we measure the weather of an area? How can the climate differ across a small area?	Weather Climate Barometer Thermometer Atmosphere Pressure Precipitation Convection

				the biggest influence over climate change.	Describe and explain how it rains, including an appropriate diagram. Identify, describe and explain the three ways that it rains, including appropriate diagrams Investigate the air masses that affect the UK and the weather that they bring. Name the main air masses that affect the UK and describe their properties. Describe the climate weather conditions that different air masses bring. Describe and explain the weather conditions that different air masses bring. Investigate the conditions that lead to dry weather Identify the stages in their being dry weather and name some high-pressure weather conditions. Describe and explain why there might be dry conditions in a place. Explain why certain weather conditions occur in summer and winter during high pressure conditions. Explore the reasons why climate varies from place to place.			

					State reasons why climate varies from place to place. Describe 3 reasons why climate varies from place to place. Explain 3 reasons why climate varies from place to place.			
8	Spring 2	SHa	Paradise lost - Thailand	Where Thailand is and what it's history has been like and how it has recently developed into a major hotspot for tourism, especially in the younger generation. The pros and cons of tourism in Thailand are discussed, reinforcing the student's ability to evaluate and back up their opinions with theory. The future of tourism in Thailand is discussed and factors such as changing political alliances globally and climate change are all considered.	Know what tourism means. Identify some types of tourism and suggest suitable locations using information about Thailand. Analyse visitor statistics. Recap climate graphs and identify when the best weather is. Understand the impact of flooding on the Thai economy. Recognise the risk from climate change to Thailand. Know some tourist attractions in Bangkok. Recognise the risk to humans and the environment from pollution. Understand the impact of development on pollution. Identify some jobs in the tourism industry of Thailand.	-Cold calling questioning. - Whole class feedback -Peer assessment. -Self Assessment. -Homework. -Final summative assessment. End of term assessment 70% Aut 2, 30% Aut 1	What is the context of Thailand? How has Bangkok become a mega city? When and why do people visit Thailand? Should Thailand rely on Tourism? What were the causes and impacts of the Tsunami? What is the legacy of the Tsunami?	Tourism Economy Social Economic Environmental Impacts Benefits Opportunities Challenges Development Tsunami

					Understand why the impact and recovery from the tsunami differed amongst those affected. Understand why many of the tourism workers are immigrants and some of the associated issues. Know what sustainable means. Understand how the landscape of Thailand changed as a result of the Tsunami. Understand the pressures on the landscape as a result of tourism and think about ways this can be minimised. Understand some of the cultural practices of Thailand. Identify and correct misconceptions about Thai culture. Consider the moral implications of exploitation of traditional cultures by tourists.			
8	Summer 1	SHa	Fantastic Places	A verity of fantastic places from all over the world are used to relate back to some of the key geographical ideas that have been covered over the last 2 years, for example rock types, coastal and river processes, tectonics and tourism.	Know the location of Svalbard Describe and explain the human and physical characteristics of Svalbard. Understand and explain why Svalbard is a good location for a Global seed vault	-Cold calling questioning. - Whole class feedback -Peer assessment. -Self Assessment.	Why is there a global seed vault in Svalbard? How do the rocks move at Racetrack Playa?	Hypothesis Evidence Latitude Permafrost Altitude Seasonal

				Through this module students develop an interest in various types of landscape around the world and they are widening their knowledge of what amazing places there are in the world. They can understand these places through application of the geographical theory they have developed since the beginning of Year 7.	How to identify and pinpoint features on Google Earth (GIS) Identify, pinpoint and describe the glacial features of Svalbard Know the location and characteristics of Racetrack Playa Explain views and arguments clearly, using evidence to justify themselves. Understand the true reasons for the phenomenon of the sliding rocks. Know the criticisms levelled at Stonehenge as an ancient monument visitor attraction. Identify and describe the challenges faced in the management of Stonehenge as a visitor attraction. Put forward recommendations as to how to effectively and sustainably manage Stonehenge. Describe the location and explain why it is attractive to tourists. Understand the sequence the formation of caves, arches, stacks and stumps.	-Homework. -Final summative assessment.	What happened to the people of Easter Island? How did volcanic activity form the Giants Causeway? How are the alps and the white cliffs of Dover related?	Conflict Economy Sustainable Sedimentary

					Explain the erosion processes which act on the rocks. Know where Cheddar Gorge is and what limestone is. Understand the sequence of how Cheddar Gorge was formed. Will be able to understand the processes which form limestone rocks. Identify some features of caves. Understand the sequence of cave formation. Understand the processes which form limestone features.			
8	Summer 2	SHa	Coastal Places	The processes that occur at and shape coasts around the world. Erosion, transportation and deposition and how rock type and climate affect these processes. How humans use coasts and how we are adapting to coastal changes, here there is a huge focus on coastal tourism to show contrast in the tourism of Thailand.	Explain how erosion leads to cliff collapse Name and describe the 4 erosion processes. Explain how erosion processes lead to cliff collapse. Identify ways to prevent cliff collapse. Describe and explain the processes of weathering and longshore drift. Name and describe the weathering processes and how swash and backwash lead to longshore drift. Describe clearly how longshore drift works.	-Cold calling questioning. - Whole class feedback -Peer assessment. -Self Assessment. -Homework. -Final summative assessment.	How does the sea shape the coastline? How is Hunstanton at risk? How can we protect the coastline? Should we protect the coastline at Hunstanton?	Erosion Constructive Destructive Fetch Attrition Abrasion Hydraulic Action Solution Mass Movement

				UK case studies are used to develop in depth knowledge of certain places, for example Hunstanton.	Explain the factors that affect the rate of longshore drift. Investigate how the winds and tides effect coastal erosion at Hunstanton Explain how waves are formed Explain the impact of fetch upon the waves that reach the North Norfolk coast Explain how the sun and moon cause high and low tides. Describe where Hunstanton is and what can be found there. Describe the location of Hunstanton, what is there, and the jobs that tourism provides. Use compound sentences in their descriptions. Explain the importance of Hunstanton Why does the geology of Old Hunstanton make the area vulnerable to weathering and erosion? Why the geology and location of Hunstanton leads to it suffering from cliff collapse. Explain the link between the geology Hunstanton and the erosion there Link this to fetch and position of the coastline.	End of term assessment 70% Aut 2, 30% Aut 1		Groynes Rock Armour Sea Wall Economic Cost/benefit

					Imagine what Old Hunstanton might be like in 100 years without defences. How can we protect Hunstanton from coastal erosion? Identify and evaluate methods of coastal defence that could be used at Hunstanton. Name and describe methods of coastal defence. Explain the pros and cons on each defence methods. Decide which defences would be appropriate at Old Hunstanton What problems will cliff retreat cause at Old Hunstanton and how would you manage the problem? Students will have synthesised their knowledge and used relevant information to produce a report that answers the lessons key question.			
9	Autumn 1	SHa	Japan	This module relates back primarily to tectonic hazards and population change. Japan is used as an example of a place where tectonic hazards	Choropleth Map, Atlas map, Longitude / latitude, bar charts, line graphs Geopolitical context of Japan through time. Animated history of Japan, which events are most significant in shaping Japan's present Population Pyramids, HDI scores. Reasons for this challenge and the impacts on Japan	-Cold calling questioning. - Whole class feedback -Peer assessment.	Where Japan and how is the population distributed? How has Japan's history	Distribution Density Ageing Dependents

				shape and control the whole country. How Japan has been impacted by tectonic events and how they have adapted is looked at in detail. Population change is hugely different around the world and Japan is used as an example for students to understand how healthy lifestyles and different cultural norms have led to an ageing population and what the pros and cons of this are.	Use of raw data, data presentation. Issue evaluation. Why people visit Japan, impact on economy and environment Links to resource management. Food, water and energy all considered in relation to hydroponics. Sustainability of this process vs conventional farming practices Links to Natural Hazards (year 7 and Year 10) Resource management - Food. Risk Management - strategies for reducing risk from Volcanic eruptions, earthquakes and tsunamis. Researching the causes impacts and responses to the Fukushima disaster - identifying the shortcomings of processes implemented to prevent meltdown. Social, Economic and long-term environmental impact of disaster. Sustainable energy alternatives. Is nuclear energy safe?	-Self Assessment. -Homework. -Final summative assessment.	shaped its Present? What is the grey Yen? Why visit Japan? How does Japanese technology improve the lives of people in Low-income countries? Why do over 10 million people live in the shadow of an active volcano?	Biome Irrigation Appropriate Technology Push / Pull factors
9	Autumn 2	SHa	Russia	A study of Russia allows students to understand a place that is often misunderstood and has opinions developed on it based on stereotypes. The physical geography is analysed in terms of the landscapes and climate and what the pros and cons are of having such a diverse and extreme physical environment.	Scale - National, international, global maps representing the location and size of this country. Choropleth maps showing the distribution of the population, GIS Technology, basic map skills. Google Maps, layers, timescale. Climate graphs. Resource map of Russia - compare this to prior learning on population distribution. Describe the distribution and explain the reasons why the pattern exists. Link to biome map - food production in Russia is limited to Southern areas due to climate Who owns the Arctic - big question - assess prior knowledge. Address misconceptions of Arctic as a landmass. Introduce the resources that are available under the ice.	-Cold calling questioning. - Whole class feedback -Peer assessment. -Self Assessment. -Homework. -Final summative assessment.	Is the geography of Russia a blessing or a curse? What is the climate of Russia like? Is Russia self-sufficient? Who owns the Artic?	Resources Geopolitical Arctic Conflict Climate Change Extraction Continental Shelf Global trade

				The culture of Russia is explored in terms of its history, current political structures and how society has developed over time to adapt to the diverse physical geography of Russia.	Picture of Russian flag on the sea floor beneath the ice. Climate change - melting the sea ice - what does this mean for the countries claiming the Arctic? Potential for Northern Sea route - instead of Suez. Explain why this is beneficial Computer room lesson using Google Earth / Maps to investigate locations in Russia using layers, time scale and street view. Use supporting worksheet.	End of term assessment 70% Aut 2, 30% Aut 1	What can GIS tell us about Russia?	
9	Spring 1	SHa	UK	A United Kingdom module allows students to fully understand the place they live and revisits key ideas such as coastal and river processes and weather and climate. How the fact that the UK is an island causes huge differences in landscape and climate is analysed. This develops an understanding of how the UK's global location creates the temperate maritime climate we live in. The political and social structures of the UK are introduced. In the ever-changing society of the UK it is of the up most	Students will revisit existing knowledge about the shape of the UK and its relief – relating this to previously taught knowledge on weather and climate. Students will understand how the shape of the UK causes relief rainfall with the prevailing wind coming from the SW and rain falling in the north and west of the UK. Understanding that a rain shadow is created as a result in East Anglia. Due to the last ice age, the land has been carved out by glaciers, shaping our landscape that exists today, with the furthest extent of these glaciers stopping in Norfolk. The evidence of this can be seen in the cliffs at Cromer where there is evidence of glacial till and woolly mammoth remains. Understanding of key terms relating to glacial environments. Understanding of where people live in the UK related to population and settlement topic from year 8. Push and pull factors revisited and a comparison between rural areas in the North of the UK vs rural areas in	-Cold calling questioning. - Whole class feedback -Peer assessment. -Self Assessment. -Homework. -Final summative assessment.	How does the shape of the land determine our climate? How does our glacial past shape our present? Why are some settlements becoming ghost towns? How and why have derelict settlements been regenerated? How has the Industrial revolution shaped the	Relief Convection Moraine Terminal Glaciation Rural/Urban Push / Pull Migration Economic Primary Secondary Tertiary Quaternary

				importance that students understand the political changes that have and are happening in the UK and the effects it has on different members of UK society, with a focus on them.	the SE – commuter towns in proximity to major urban areas. Regeneration of settlements from deprived areas to centres of commerce and business as the UK economy has changed. Link to business sectors (primary, secondary, tertiary, quaternary). The multiplier effect introduced to explain the knock on of investment in the area. "Levelling up" in the UK and what this means for millions of people. The change in opportunities in rural areas of the UK due to deindustrialisation. Understanding of how urban areas can become more sustainable in terms of water, energy and food. Link to BedZED case study.		geography of the UK? How can people living in cities reduce our impact on the environment?	Levelling up Investment Post Industrial Regeneration Multiplier effect Deindustrialisation Sustainable
9	Spring 2	SHa	Africa	Africa is rapidly changing and is a place of huge diversity and social inequality and. The patterns of inequality in Africa are analysed and explained, with a focus on natural resources and location within the continent. The challenges that Africa faces in terms of the effects of climate change on their physical landscape and how historical patterns of colonialism affect	Students will form an understanding of the context of Africa. This topic is synoptic which links both the physical geography and how this influences the human geography of Africa. Understanding of the location and changes occurring in and around the edges of the Sahara Desert, due to natural and human factors. The distribution and management of resources and the consequences of over exploitation through population growth in many LIC's in the Sahel region. How development varies across Africa and how physical geography, global economics and history have caused this pattern.	-Cold calling questioning. - Whole class feedback -Peer assessment. -Self Assessment. -Homework. -Final summative assessment.	If Africa has lots of Natural resources, why are there so many poor people? Why is the Sahara Desert getting bigger? How are people stopping the desert from growing? Are all 54 countries in Africa at the	Climate Biome Desertification Deforestation Overgrazing Afforestation Irrigation Over abstraction Human Development index

				rates of development are focused on. Then the opportunities that Africa has are looked at in terms of natural resources, tourism and urbanization. Nigeria will be used as a case study as it is one of the most interesting countries in Africa in terms of its extreme differences, it also introduces Nigeria as a case study for those who will take GCSE Geography.	How tourism in Kenya is helping to improve the environment, economy and quality of life for people in this country. How China is influencing Africa and what evidence exists to support claims that it is colonising Africa for its own economic gains. The impact of migration from Sub-Saharan Africa and how this impacts the development of these countries – both positive and negative effects.	End of term assessment 70% Aut 2, 30% Aut 1	same stage of development? Why do people visit Africa and what impact does this have? Is China helping Africa, or helping itself? How is the migration crisis effecting development in Africa?	Conservation Quality of life Colonial Push / Pull factors Economic Migrant
9	Summer 1	SHa	Middle East	The international importance of the Middle East is discovered, with a heavy focus on the oil supplies and how oil, a resource that much of the world is dependent on, has caused the Middle East to be incredibly significant. The United Arab Emirates will be used as a case study to look in detail at how tourism has been used to develop places in the	How the Middle East fits in the global context and why it is an important region. How the countries differ across the Middle East and a brief history of conflict in the region. An understanding of the formation and extraction of fossil fuels and the unsustainable future of oil and coal as part of our energy mix. Why Boutros Boutros-Ghali stated that "predicted the next major war in the Middle East would be fought over water, not politics"- looking into water supply and demand in the middle East and why Israel became water self-sufficient through desalination.	-Cold calling questioning. - Whole class feedback -Peer assessment. -Self Assessment. -Homework . -Final summative assessment.	Why is the Middle East an important region? Why is the Middle East such an oil rich region of the world? Why is water worth fighting over? What challenges and opportunities	Conflict Energy mix Water security Sustainable Abstraction Aquifer Desalination Dependency Opportunities / challenges

				Middle East that do not have oil to develop their economy or do not want to live in an oil-dependent economy. The challenges of the physical landscape of the Middle East will be investigated and how its population has overcome these challenges will be assessed.	Conflict in the middle east over water. Invasion of Syria by Israel in order to access aquifers in the Golan Heights. Impact of water insecurity in Palestine territories. Geopolitical issues in the region – decision making exercise based on solving the Israel / Palestine conflict based on 3 possible scenarios. How can people living in the Middle East benefit from the climate and natural resources, by overcoming the challenges that exist here. The impact of tourism on the UAE and their diversification away from oil dependency. The contrast in levels of wealth and development across the middle east from Qatar to Yemen and reasons behind this.		does the climate pose? Why is the Middle East such a major economic region of the world? How have the UAE become less oil dependent? Why is Yemen the poorest country in the Middle East?	
9	Summer 2	SHa	Decision making	A decision-making exercise to include a fieldtrip (either remote in in person) There will be an evaluation of the methods carried out so far to protect the village. Students will assess the extent and severity of the impact of coastal erosion on the site and	Issues surrounding the physical geographical processes that are threatening this small settlement and the history of the area. An investigation into similar settlements that have been protected, and those that have been sacrificed to the sea. A cost benefit analysis if the economic and social benefits of maintaining this site, and the potential starvation of sediment further along the coastline. Geographical skills including percentage increase / decrease, mean, median, mode	-Cold calling questioning. - Whole class feedback -Peer assessment. -Self Assessment. -Homework.	What do we consider when making a decision? Who should have a say? Where is it and what is it like? What things are important here?	Cost / benefit analysis Economic Environmental Social Viability Sustainability Longshore drift

				form their own decision based on information gathered.	and range. Interquartile range and data presentation. Final decision-making exercise based on the knowledge and understanding of information and data from a range of stakeholders.	-Final summative assessment. End of term assessment 70% Aut 2, 30% Aut 1	What can primary and secondary data tell us about this place? Can you justify why you have made your choice?	Erosion Managed retreat Compensation Government policy Shoreline management plan
10	Autumn 1	SHa	Natural Hazards and climate change	Physical processes taking place at different types of plate margin (constructive, destructive and conservative) that lead to earthquakes and volcanic activity. Use named examples to show how the effects and responses to a tectonic hazard vary between two areas of contrasting levels of wealth. How monitoring, prediction, protection and planning can reduce the risks from a tectonic hazard. General atmospheric circulation model: pressure belts and surface winds. How this relates to tropical	Definition of a natural hazard. Types of natural hazard. Factors affecting hazard risk. Plate tectonics theory. Global distribution of earthquakes and volcanic eruptions and their relationship to plate margins. Physical processes taking place at different types of plate margin (constructive, destructive and conservative) that lead to earthquakes and volcanic activity. Primary and secondary effects of a tectonic hazard. Immediate and long-term responses to a tectonic hazard. Use named examples to show how the effects and responses to a tectonic hazard vary between two areas of contrasting levels of wealth. Reasons why people continue to live in areas at risk from a tectonic hazard. How monitoring, prediction, protection and planning can reduce the risks from a tectonic hazard. General atmospheric circulation model: pressure belts and surface winds.	-Cold calling questioning. - Whole class feedback -Peer assessment. -Self Assessment. -Homework. -Final summative assessment.	What are natural hazards Where do tectonic hazards take place? How can earthquakes impact areas of contrasting wealth? Why do people live in areas at risk? What can be done to reduce the risk? How does heat circulate around the globe?	Hazard risk Natural hazard Conservative plate margin Constructive plate margin Destructive plate margin Earthquake Immediate responses Long-term responses Monitoring Plate margin Planning

				Storms Cause, impacts and responses to a located case study (Typhoon Haiyan) Extreme Weather in the UK Climate change – Natural and Anthropogenic causes, impacts, mitigation and adaptation.	Global distribution of tropical storms (hurricanes, cyclones, typhoons). An understanding of the relationship between tropical storms and general atmospheric circulation. Causes of tropical storms and the sequence of their formation and development. The structure and features of a tropical storm. How climate change might affect the distribution, frequency and intensity of tropical storms. Primary and secondary effects of tropical storms. Immediate and long-term responses to tropical storms. Use a named example of a tropical storm to show its effects and responses. How monitoring, prediction, protection and planning can reduce the effects of tropical storms. An overview of types of weather hazard experienced in the UK. An example of a recent extreme weather event in the UK to illustrate: • causes • social, economic and environmental impacts • how management strategies can reduce risk. Evidence that weather is becoming more extreme in the UK. Evidence for climate change from the beginning of the Quaternary period to the present day. Possible causes of climate change: • natural factors – orbital changes, volcanic activity and solar output		Where and how are tropical storms formed How did Typhoon Haiyan impact the Philippines? What weather hazards does the UK face? What is the evidence for climate change in the quaternary? What causes climate change? How can we mitigate and adapt to climate change?	Prediction Primary effects Protection Secondary effects Tectonic hazard Tectonic plate Volcano Economic impact Environmental impact Extreme weather Global atmospheric circulation Immediate responses Long-term responses Monitoring Planning Prediction

					• human factors – use of fossil fuels, agriculture and deforestation. Overview of the effects of climate change on people and the environment. Managing climate change: • mitigation – alternative energy production, carbon capture, planting trees, international agreements • adaptation – change in agricultural systems, managing water supply, reducing risk from rising sea levels.			Primary effects Protection Secondary effects Social impact Tropical storm (hurricane, cyclone, typhoon) Adaptation Climate change Mitigation Orbital changes Quaternary period
10	Autumn 2	SHa	The living world – Tropical Rainforests	An overview of the distribution and characteristics of large scale natural global ecosystems. An overview of the physical characteristics of TRF's and the opportunities and challenges that exist within a specific case study.	An example of a small-scale UK ecosystem to illustrate the concept of interrelationships within a natural system, an understanding of producers, consumers, decomposers, food chain, food web and nutrient cycling. The balance between components. The impact on the ecosystem of changing one component. An overview of the distribution and characteristics of large scale natural global ecosystems. The physical characteristics of a tropical rainforest. The interdependence of climate, water, soils, plants, animals and people. How plants and animals adapt to the	-Cold calling questioning. - Whole class feedback -Peer assessment. -Self Assessment. -Homework.	How can change impact an ecosystem? What are the characteristics of the rainforest? How is deforestation impacting the Amazon rainforest?	Abiotic Biotic Consumer Decomposer Ecosystem Food chain Food web Nutrient cycling

					physical conditions. Issues related to biodiversity. Changing rates of deforestation. A case study of a tropical rainforest to illustrate: • causes of deforestation – subsistence and commercial farming, logging, road building, mineral extraction, energy development, settlement, population growth • impacts of deforestation – economic development, soil erosion, contribution to climate change. Value of tropical rainforests to people and the environment. Strategies used to manage the rainforest sustainably – selective logging and replanting, conservation and education, ecotourism and international agreements about the use of tropical hardwoods, debt reduction.	-Final summative assessment. End of term assessment 70% Aut 2, 30% Aut 1	How can we manage the rainforest sustainably?	Global ecosystem Producer Biodiversity Commercial Farming Debt reduction Deforestation Ecotourism Logging Mineral extraction Selective logging
10	Spring 1	SHa	The living world – Hot Deserts	An overview of the physical characteristics of HD's and the opportunities and challenges that exist within a specific case study	The physical characteristics of a hot desert. The interdependence of climate, water, soils, plants, animals and people. How plants and animals adapt to the physical conditions. Issues related to biodiversity A case study of a hot desert to illustrate: • development opportunities in hot desert environments: mineral extraction, energy, farming, tourism • challenges of developing hot desert environments: extreme temperatures, water supply, inaccessibility.	-Cold calling questioning. - Whole class feedback -Peer assessment. -Self Assessment. -Homework.	What are the characteristics of the Hot Desert? What are the opportunities and challenges in the Thar desert? What is causing desertification in the Sahel region, and how	Soil erosion Subsistence Farming Sustainability Appropriate technology Biodiversity Desertification

					Causes of desertification – climate change, population growth, removal of fuel wood, overgrazing, over-cultivation and soil erosion. Strategies used to reduce the risk of desertification – water and soil management, tree planting and use of appropriate technology.	-Final summative assessment.	can we stop this?	Hot desert Mineral extraction Over-cultivation Overgrazing
10	Spring 2	SHa	UK Landscapes	An understanding of how physical processes shape river and coastal landscapes. An evaluation of the costs and benefits of management strategies in these landscapes.	An overview of the location of major upland/ lowland areas and river systems. Wave types and characteristics. Coastal processes: • weathering processes – mechanical, chemical • mass movement – sliding, slumping and rock falls • erosion – hydraulic power, abrasion and attrition • transportation – longshore drift • deposition – why sediment is deposited in coastal areas. How geological structure and rock type influence coastal forms. Characteristics and formation of landforms resulting from erosion – headlands and bays, cliffs and wave cut platforms, caves, arches and stacks. Characteristics and formation of landforms resulting from deposition – beaches, sand dunes, spits and bars. An example of a section of coastline in the UK to identify its major landforms of erosion and deposition The costs and benefits of the following management strategies:	-Cold calling questioning. - Whole class feedback -Peer assessment. -Self Assessment. -Homework. -Final summative assessment. End of term assessment 70% Aut 2, 30% Aut 1	Describe the relief and landscapes of the UK How does the sea shape the land? How can we manage the coastline? How do rivers shape the land? Why do rivers flood? How did flooding effect Boscastle? How can we prevent river flooding?	Abrasion Arch Attrition Bar Beach Beach Nourishment Beach reprofiling Cave Chemical weathering Cliff Deposition Dune Regeneration Erosion Gabion

					• hard engineering – sea walls, rock armour, gabions and groynes • soft engineering – beach nourishment and reprofiling, dune regeneration • managed retreat – coastal realignment. An example of a coastal management scheme in the UK to show: • the reasons for management • the management strategy • the resulting effects and conflicts. The long profile and changing cross profile of a river and its valley. Fluvial processes: • erosion – hydraulic action, abrasion, attrition, solution, vertical and lateral erosion • transportation – traction, saltation, suspension and solution • deposition – why rivers deposit sediment. Characteristics and formation of landforms resulting from erosion – interlocking spurs, waterfalls and gorges. Characteristics and formation of landforms resulting from erosion and deposition – meanders and ox-bow lakes. Characteristics and formation of landforms resulting from deposition – levées, flood plains and estuaries. An example of a river valley in the UK to identify its major landforms of erosion and deposition. Characteristics and formation of landforms resulting from erosion – interlocking spurs, waterfalls and gorges. Characteristics and formation of landforms resulting from erosion and deposition – meanders and ox-bow lakes. Characteristics and formation of			Groyne Hard engineering Headlands and bays Hydraulic action Longshore drift Managed retreat Mass movement Mechanical weathering Rock armour Sand dune Sea wall Slumping Soft engineering Spit Stack Transportation Wave cut platform Waves

					landforms resulting from deposition – levées, flood plains and estuaries. An example of a river valley in the UK to identify its major landforms of erosion and deposition.			Abrasion Attrition Cross profile Dam and reservoir Discharge Embankments Estuary Flood Flood plain Flood plain zoning Flood relief Channels Flood risk Flood warning Fluvial processes Gorge Hard engineering Hydraulic action Hydrograph Interlocking spurs

								Lateral erosion Levees Long profile Meander Ox-bow Lake Precipitation Saltation Soft engineering Solution (Channel) Straightening Suspension Traction Vertical erosion Waterfall
10	Summer 1	SHa	Fieldwork	An investigation into coastal processes which affect a local area and an evaluation of the effectiveness of coastal management. An investigation into the impact of seasonal	Students need to undertake two geographical enquiries, each of which must include the use of primary data, collected as part of a fieldwork exercise. There should be a clear link between the subject content and geographical enquiries, and the enquiries can be based on any part of the content addressed in units 3.1 and 3.2.	-Cold calling questioning. - Whole class feedback -Peer assessment.	What makes a suitable enquiry question? What data can we collect to prove our hypothesis?	Hypothesis Aims Methodology Data collection Data Presentation

				tourism in a local urban area and an evaluation of the management of these impacts.	The factors that need to be considered when selecting suitable questions/hypotheses for geographical enquiry. The geographical theory/concept underpinning the enquiry. Appropriate sources of primary and secondary evidence, including locations for fieldwork. The potential risks of both human and physical fieldwork and how these risks might be reduced. Difference between primary and secondary data. Identification and selection of appropriate physical and human data. Measuring and recording data using different sampling methods. Description and justification of data collection methods. Appreciation that a range of visual, graphical and cartographic methods is available. Selection and accurate use of appropriate presentation methods. Description, explanation and adaptation of presentation methods. Description, analysis and explanation of the results of fieldwork data. Establish links between data sets. Use appropriate statistical techniques. Identification of anomalies in fieldwork data. Draw evidenced conclusions in relation to original aims of the enquiry. Identification of problems of data collection methods. Identification of limitations of data collected. Suggestions for other data	-Self Assessment. -Homework. -Final summative assessment.	What methods can we use to collect our data? How can we effectively present data? What does the data tell us about our hypothesis? What were the strengths and weaknesses of our fieldwork?	Analysis Evaluation Quantitative Qualitative

					that might be useful. Extent to which conclusions were reliable.			
10	Summer 2	SHa	Urban issues and challenges	An understanding of the global pattern of urban change with a comparison between a city in an HIC and LIC. An example of an urban regeneration project (Rio and London Olympics) Features of sustainable urban living, including sustainable transport.	The global pattern of urban change. Urban trends in different parts of the world including HIC's and LIC's. Factors affecting the rate of urbanisation – migration (push–pull theory), natural increase. The emergence of megacities. A case study of a major city in an LIC or NEE to illustrate: • the location and importance of the city, regionally, nationally and internationally • causes of growth: natural increase and migration • how urban growth has created opportunities: • social: access to services – health and education; access to resources – water supply, energy • economic: how urban industrial areas can be a stimulus for economic development • how urban growth has created challenges: • managing urban growth – slums, squatter settlements • providing clean water, sanitation systems and energy • providing access to services – health and education • reducing unemployment and crime • managing environmental issues – waste disposal, air and water pollution, traffic congestion. An example of how urban planning is improving the quality of life for the urban poor.	-Cold calling questioning. - Whole class feedback -Peer assessment. -Self Assessment. -Homework. -Final summative assessment. End of term assessment 70% Aut 2, 30% Aut 1	What is the global trend in urbanisation? Why and how are cities growing? How is Rio de Janeiro changing? What are the opportunities and challenges in Rio de Janeiro? How has the life of the urban poor improved? What is the population distribution like in the UK? Why is London nationally and internationally important?	Brownfield site Dereliction Economic Opportunities Greenfield site Inequalities Integrated transport systems Mega-cities Migration Natural increase Pollution Rural-urban fringe Sanitation Social deprivation Social opportunities Squatter settlement

					Overview of the distribution of population and the major cities in the UK. A case study of a major city in the UK to illustrate: • the location and importance of the city in the UK and the wider world • impacts of national and international migration on the growth and character of the city • how urban change has created opportunities: • social and economic: cultural mix, recreation and entertainment, employment, integrated transport systems • environmental: urban greening • how urban change has created challenges: • social and economic: urban deprivation, inequalities in housing, education, health and employment • environmental: dereliction, building on brownfield and greenfield sites, waste disposal • the impact of urban sprawl on the rural–urban fringe, and the growth of commuter settlements. An example of an urban regeneration project to show: • reasons why the area needed regeneration • the main features of the project. Features of sustainable urban living: • water and energy conservation • waste recycling • creating green space. How urban transport strategies are used to reduce traffic congestion.		What are the opportunities and challenges in London? How has urban regeneration changed an area of London? How can an urban area become more sustainable?	Sustainable urban living Traffic congestion Urban greening Urbanisation Urban regeneration Urban sprawl Waste recycling

11	Autumn 1	SHa	The Development gap	Different ways of classifying parts of the world according to their level of economic development and quality of life. Causes of uneven development: physical, economic and historical. Consequences of uneven development: disparities in wealth and health, international migration. An overview of the strategies used to reduce the development gap: investment, industrial development and tourism, aid, using intermediate technology, Fairtrade, debt relief, microfinance loans. The changing industrial structure. The balance between different sectors of the economy. How manufacturing industry can stimulate economic development. The role of transnational corporations (TNCs) in relation to industrial development. Advantages and disadvantages of TNC(s) to the host country. The changing political and trading relationships with the wider world.	Different ways of classifying parts of the world according to their level of economic development and quality of life. Different economic and social measures of development: gross national income (GNI) per head, birth and death rates, infant mortality, life expectancy, people per doctor, literacy rates, access to safe water, Human Development Index (HDI). Limitations of economic and social measures. Link between stages of the Demographic Transition Model and the level of development. Causes of uneven development: physical, economic and historical. Consequences of uneven development: disparities in wealth and health, international migration. An overview of the strategies used to reduce the development gap: investment, industrial development and tourism, aid, using intermediate technology, Fairtrade, debt relief, microfinance loans. An example of how the growth of tourism in an LIC or NEE	-Cold calling questioning. - Whole class feedback -Peer assessment. -Self Assessment. -Homework. -Final summative assessment.	How does development vary across the world? How do we measure development? How does a countries population change as it develops? What causes uneven development? How can we reduce the development gap?	Birth rate Death rate Demographic Transition Model Development Development gap Fairtrade Globalisation Gross national income (GNI) Human Development Index (HDI) Industrial structure Infant mortality Information technologies Intermediate technology International aid Life expectancy Literacy rate

					helps to reduce the development gap. A case study of one LIC or NEE to illustrate: • the location and importance of the country, regionally and globally • the wider political, social, cultural and environmental context within which the country is placed • the changing industrial structure. The balance between different sectors of the economy. How manufacturing industry can stimulate economic development • the role of transnational corporations (TNCs) in relation to industrial development. Advantages and disadvantages of TNC(s) to the host country • the changing political and trading relationships with the wider world • international aid: types of aid, impacts of aid on the receiving country • the environmental impacts of economic development • the effects of economic development on quality of life for the population		Why is Nigeria regionally and internationally important? How has Nigeria's industrial structure changed? What are Nigeria's links with the wider world? What is the impact of international aid in Nigeria? How do TNC's impact Nigeria? (Economically, socially and environmentally)	Microfinance loans Trade Transnational Corporation (TNC)

11	Autumn 2	SHa	Changing UK Economy	Causes of economic change: deindustrialisation and decline of traditional industrial base, globalisation and government policies. Moving towards a post-industrial economy: development of information technology, service industries, finance, research, science and business parks. The place of the UK in the wider world. Links through trade, culture, transport, and electronic communication. Economic and political links: the European Union (EU) and Commonwealth.	Economic futures in the UK: • causes of economic change: deindustrialisation and decline of traditional industrial base, globalisation and government policies • moving towards a post-industrial economy: development of information technology, service industries, finance, research, science and business parks • impacts of industry on the physical environment. An example of how modern industrial development can be more environmentally sustainable • social and economic changes in the rural landscape in one area of population growth and one area of population decline • improvements and new developments in road and rail infrastructure, port and airport capacity • the north–south divide. Strategies used in an attempt to resolve regional differences • the place of the UK in the wider world. Links through trade, culture, transport, and electronic communication. Economic and political links: the European Union (EU) and Commonwealth.	-Cold calling questioning. - Whole class feedback -Peer assessment. -Self Assessment. -Homework. -Final summative assessment. Mock Exams November	How has the UK economy changed since the 1800's? What is a post-industrial economy? What are Science and Business parks? How does Industry impact the environment? What social and economic change is happening in Rural areas in the UK? How is the UKs transport infrastructure changing? What inequalities exist in the North / South of the UK? What links does the UK have with the wider world?	Birth rate Commonwealth Death rate De-industrialisation Development Development gap European Union Fairtrade Globalisation Gross national income (GNI) Human Development Index (HDI) Industrial structure Information Technologies Intermediate Technology Life expectancy Literacy rate

								North-south divide (UK) Post-industrial economy Science and business parks Service industries (tertiary industries)
11	Spring 1	SHa	Resource Management	The significance of food, water and energy to economic and social well-being. An overview of global inequalities in the supply and consumption of resources. Global Water: the changing demand for water, water quality and pollution management, the need for transfer to maintain supplies.	The significance of food, water and energy to economic and social well-being. An overview of global inequalities in the supply and consumption of resources. An overview of resources in relation to the UK. Food: • the growing demand for high-value food exports from low income countries and all-year demand for seasonal food and organic produce • larger carbon footprints due to the increasing number of 'food miles' travelled, and moves towards local sourcing of food • the trend towards agribusiness. Water: • the changing demand for water • water quality and pollution management	-Cold calling questioning. - Whole class feedback -Peer assessment. -Self Assessment. -Homework. -Final summative assessment.	How are resources distributed across the world? How does the UK ensure adequate resources for the population? Why is there an increase in global water demand? What factors effect water availability? What are the impacts of water insecurity? How can water supply be increased?	'Grey' water Groundwater management Over-abstraction Sustainable development Sustainable water supply Waterborne diseases Water conflict Water conservation Water deficit Water insecurity

					• matching supply and demand – areas of deficit and surplus • the need for transfer to maintain supplies. Energy: • the changing energy mix – reliance on fossil fuels, growing significance of renewables • reduced domestic supplies of coal, gas and oil • economic and environmental issues associated with exploitation of energy sources. Areas of surplus (security) and deficit (insecurity): • global patterns of water surplus and deficit • reasons for increasing water consumption: economic development, rising population • factors affecting water availability: climate, geology, pollution of supply, over abstraction, limited infrastructure, poverty. Impacts of water insecurity – waterborne disease and water pollution, food production, industrial output, potential for conflict where demand exceeds supply. Overview of strategies to increase water supply:		What are the advantages and disadvantages of the LHWP? How can water supplies be made more sustainable? (Wakel River Basin case study)	Water quality Water security Water stress Water surplus Water transfer

					• diverting supplies and increasing storage, dams and reservoirs, water transfers and desalination • an example of a large-scale water transfer scheme to show how its development has both advantages and disadvantages. Moving towards a sustainable resource future: • water conservation, groundwater management, recycling, 'grey' water • an example of a local scheme in an LIC or NEE to increase sustainable supplies of water.			
11	Spring 2	SHa	Pre Release booklet and Revision	Critical thinking and problem-solving in relation to several issues arising from the GCSE specification. Booklet released in March prior to May / June exams.	The issue(s) will arise from any aspect of the compulsory sections of the subject content but may extend beyond it through the use of resources in relation to specific unseen contexts. Students develop knowledge and understanding of physical geography themes in unit 3.1 and human geography themes in unit 3.2. This section is synoptic and the assessment will require students to use their learning of more than one of the themes in units 3.1 and 3.2 so that they can analyse a geographical issue at a range of scales, consider and select	-Cold calling questioning. - Whole class feedback -Peer assessment. -Self Assessment. -Homework. -Final summative assessment. Mock Exams February.	Dependent on the topic chosen by AQA exam board.	Dependent on the topic chosen by AQA exam board.

					a possible option in relation to the issue(s) and justify their decision			