Curriculum Map 2022-2023

Subject: Geography

		Autumn		Spring		Summer	
		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	Content, Knowledge & Skills	**Map skills** In this unit students will be developing the knowledge of what OS maps look like, what they show, how they can be used in the field and how other skills can help us determine the Geography behind an issue. At the end of this unit students will know and understand what the different types of Geography are, why it is important to ask questions as a Geographer and how the skills we use can be applied in the classroom to broaden our	**Environmental Concerns** In this unit students will learn about global environmental issues such as endangered animals and climate change. We will address misconceptions about the ozone layer and what climate change is to ensure students have accurate knowledge. They will develop an understanding of a wide range of environmental issues such as water pollution in China, acid rain and plastic pollution. They will also have the opportunity to find out about how different groups help to protect the environment and respond to environmental issues. Students will find out about what a geographical enquiry is, why they are important and how a Geographer would develop an enquiry. They will look at the quality of the school site and gain knowledge of how to assess environmental quality using different techniques.	**Japan** Students will gain knowledge about the location, physical characteristics, human characteristics, culture and demographics of Japan as a country. This will include looking at key issues such as food production in Japan, Whaling and the issues with an ageing population. Students will be able to apply what they have learnt about environmental issues to Japans urban living and will get their first	**Coasts** In this unit students will gain a range of knowledge and understanding beginning with the role of basic processes of erosion, transport and deposition in natural environments. The students will gain knowledge of how landforms along the coastline are created by these processes. They will be able to utilise a range of skills from their introductory unit to begin to ask questions about coastal environments. Students will learn about how and why coastlines are managed, including in our local area. They will develop knowledge of how and why Morecambe Bay needs management, with a link to increasing sea levels and climate change from the environmental concerns unit. Finally students will begin to look at regeneration in coastal areas with a focus on the Eden Project proposal to finish the unit. Skills that will be covered include: OS Map skills Sequencing Explaining processes	

		understanding. Skills that will be covered include: Field sketching Describing locations Categorising Using a compass Using symbols Four and six figure grid references Using scale Reading contours Plotting a cross sectional diagram Reading an OS Map	Skills that will be covered include: Making links between human and physical processes Creating an enquiry question Collecting primary data Plotting a bipolar chart Evaluating Coming to conclusions	introduction to tectonics by looking at the Japan tsunami. Skills that will be covered include: Describing locations Extended writing Sequencing Interpreting climate graphs Decision making Justifying Debating	Sketching and annotating Drawing diagrams Photo interpretation Decision making Report writing
	Prior Knowledge	Some students will have covered some basic skills at Primary. The quality of this is varied and the misconceptions that are taught at primary level in relation to skills and key terminology, and specifically the way environmental issues is taught will begin to be addressed in this unit.	Students come in with some knowledge of basic environmental concerns from primary school and from the wider context of the media. Within this there are a wide range of misconceptions (e.g. that the hole in the ozone layer is causing global warming). This unit aims to address the misconceptions and ensure that students have an accurate knowledge and understanding of the key issues and what is relevant to today. The skills learnt in the previous unit such as annotating images, image	From the skills unit students will now be able to successfully describe the location of Japan and use map skills to identify key features of Japan's physical and human Geography. They will utilise the knowledge about environmental issues to discuss and debate issues surrounding	OS map skills form an important part of this unit with much study of OS map features, image interpretation and analysis and the categorising of impacts of coastal erosion and flooding. These skills, which were studied at the start of the curriculum are practised in this unit. Students will have also looked at decision making in the context of environmental issues and japan and will be able to apply decision making skills to the coastal environment.

		Some students will have no knowledge at all of the skills and content so we will begin with everyone working at the same rate.	interpretation, extended writing and utilising maps will be put into practice in this unit.	environmental concerns in Japan including the whaling debate.	
	Assessment	Skills assessment at end of unit	Environmental Quality Survey	Written assessment	Decision making report
	Key Vocabulary/ reading materials	Human geography, Physical geography, Environmental geography, Continent, Country, Scale, OS map symbols, key, Grid references, landmark, grid square, distance, large-scale, town, village, small-scale, continent, country, Relief, colour shading, spot heights, contours, pattern, cross section, OS maps, cross section, direction.	Resources, environment, pollution (different types), conservation, resource management, conflict. Climate change, climate crisis, temperature, sea level, habitat, destruction. Climate change, mitigate, impacts, economy, climate crisis, poverty, disparity. Transport, rain, water pollution, limestone, buildings. Plastic pollution, water quality, landfill, resources. Habitat, extinct, endangered, animals, loss. Wind, coal and oil, solar, nuclear, fossil fuel, non-renewable, Solar, oil, renewable, non-renewable, wind turbine, nuclear, coal, fossil fuel. China, water pollution, river, health, effects, industry, conflict. WWF, Woodland Trust, Greenpeace, National Trust, RSPB, Friends of the Earth, Wildlife Trusts, Location, litter,	Japan, continent, Asia, latitude, longitude, Pacific Tropical, seasons, relief, mountains, topography Equator cities, urban, rural, festivals, shinkansen, temple, Diet, health, lifestyle, fish, rice, fats, quality of life, life expectancy Challenge, space, transport, commuting, housing, food Population decline, migration, opportunities, employment,	Erosion, Abrasion Attrition Hydraulic Action Solution Weathering Swash Backwash Transport Deposition Sediment Longshore drift Swash Backwash Prevailing wind Cave Arch Stack Stump Headland Grid reference Scale Direction

			environmental quality, bi-polar survey, assess, evaluation, data, information, human, physical.	ageing population, agriculture Birth rate, death rate, natural increase, ageing population Seafood, coastline, sushi, ramen, rice, agriculture, vegetables, industry, robots, automation Moral, ethical, whale, scientific research, culture Earthquake, volcano, tsunami, planning, evacuation, tectonics, response, impact Corporation, export, technology, robot, anime, Sony, Nissan, Toyota Olympics, sport, regeneration, development, tourism, culture, positive, negative	Compass point Feature Describe Hazard Retreat Erosion Prevailing wind Managed retreat Gabions Sea walls Rock Armour Beach Nourishment Marsh creation Dune regeneration Managed retreat Gabions Sea walls Rock Armour Beach Nourishment Marsh creation Dune regeneration Managed retreat Gabions Sea walls Rock Armour Beach Nourishment Marsh creation Dune regeneration Managed retreat Climate change Sea level rise Flooding Storms Impacts Management Tourism

					Trade Fishing industry Habitats Renewable Energy Nuclear Energy Morecambe Bay Butler Model Cycle of Poverty Eden Project Regeneration Rejuvenation Government Policies Investment Tourism Diversification
	Enrichment/ Co-Curricular offer	Students will conduct some skills outside the classroom including field sketching. Geoguesser club will allow students the opportunity to use some GIS and Geographical skills in a different context.	Students will conduct a fieldwork on the school site, working outside the classroom. Homework opportunities for students to look at animals that are endangered of their choice. Students engage in a fundraising project to adopt an animal linked to this unit. Eco schools award club runs for all years but is relevant in particular to this topic.	This unit involves some debating and extended writing to develop literacy and speaking and listening skills.	This unit has a wider context looking at the Eden Project in Morecambe and how this can bring benefits to the students directly. Lessons also use drone footage and GIS systems to study the local area enable students to see theory in their real life surroundings.

Year 8	**Content, Knowledge & Skills**	**The Middle East** In this unit students will be learning about the countries, conflicts, wealth, challenges and future of the Middle East. They	**Crime and Conflict** In this unit students will gain knowledge about how the police categorise different	**Tectonic Hazards** In this unit students will develop knowledge and understanding of how the earth structure results in the movement of plates, what	**China** In this unit the students will gain knowledge on the country of China. They will gain knowledge about key issues in the country,

		will start by looking at the location and climate of the Middle East. Many students are unaware of where the Middle east is as it is not it's own continent. They then study the conflict in the Middle East, with a focus on Syria. This topic can be upsetting but it is crucial students understand what life is like for children their age around the world. We discuss the refugee crisis and the causes of conflict. They will then study the impact oil has had on the Middle East but also the impact on the environment. We will also predict the future of the Middle East based on what we have learnt so far and discuss the idea of sustainability in the region. Skills covered include: Describing location Interpreting climate graphs Identifying and justifying challenges Categorising impacts into social, economic and environmental Decision making Prediction based on past experiences Empathy and understanding Awareness of others	crimes and why some crimes are considered worse than others. They will go on to study crime in the local area, gaining knowledge of what types of crime are issues in our locality and why. They will then expand their knowledge to global locations, including the heroin trail, conflict in WW1 and the issue with blood diamonds. They will gain knowledge on a range of issues that they may not have been exposed to before and will gain the knowledge required to have a broad understanding of how crime and conflict in other localities is very different to those in our local area. Skills covered include: Categorising Empathy Mapping GIS skills Constructing graphs Stakeholder views Justifying	happens when they move and the resulting impacts on the human and physical environment. They will develop an understanding of both the positive and negative impacts of tectonic hazards through knowledge of a case study of a volcanic and earthquake hazard. Skills that will be covered include: Sequencing Categorising Extended writing Drawing diagrams Reading Comparing Making decisions Using key terminology Linking cause and effect	including the ethics surrounding the manufacturing of products in China, the population policy that has helped reduce the rapid rate of population growth and all the issues associated with it, and other political and ethical issues such as the baby milk scandal. It will provide an eye-opening range of issues for students to study so they can understand in a little more detail the issues that China faces despite being the fastest growing economy in the world. This unit aims to tackle a range of misconceptions about the country and allow the students to make an informed decision about the different issues surrounding the growth of the worlds most talked about, and most populated country. Skills covered in this unit include: Article reading Extended writing Decision making Stakeholder views Identifying human impacts Categorising Reading and interpreting graphs Team work

			Living graphs Team work		
	Prior Knowledge	Students already understand the challenges with oil in the Middle East from the environmental concerns' topic in Y7. They will already understand the social, economic and environmental impacts of decisions people make around the world. Climate will have been discussed in the Japan topic, as will describing location, these will be reinforced during this topic.	In this unit students use their map skills from prior units to map and analyse crime. Students have also looked at how to analyse different resources which they will continue to use in this unit. A range of global contexts will be used to study crime on different scales, allowing students to use their own knowledge of place and location in this unit.	Students will have already learnt how to sequence and how to make decisions. They will apply these skills within this unit. They will have also covered some tectonic hazards in relation specifically to Japan and will now develop more detailed understanding of plate movement and the consequences in addition to tsunamis.	Within this unit students will consolidate a wide range of skills developed across the curriculum. They will utilise these skills to study China in depth. Having studied other Asian locations including Japan, they will have a context for comparison. Having already studied environmental issues, pollution and development and urbanisation related issues in Year 7 and 8, the students will utilise this knowledge to ensure they ask the right questions about China, engaging in a thorough evaluation of China as a country.
	Assessment	Students will have an end of unit assessment which will cover a range of the knowledge and skills from the topic		Plate Boundaries Extended Writing Task Tectonics end of unit test	
	Key Vocabulary	Conflict, Challenges, sustainable, opportunities, oil spill, tourism, refugee, migration, ISIS, government, climate, drought, push and pull factors, fossil fuels, climate change, renewable, water	Crime, Conflict, violence, perpetrator, victim. Assault, burglary, vandalism, graffiti, location, urban, rural. Rioter, politician, stakeholder, cause,	Convection currents, mantle, core, plates, crust Oceanic, continental, subduct, dense Oceanic, continental, subduct, dense, Alfred Wegener, convection currents	Perceptions, Population, economic, natural, social Multiplier effect, manufacturing, development, government Social, economic, smuggling, causes, effects, responses

		insecurity, adaptation, democracy, Bassar Al Asaad, overconsumption, reliant, asylum seeker, resource, environmental, social, economic, water scarcity,	consequence. Hierarchy, crime, opinion, justify Crime, speeding, assault, terrorism. Describe, explain, justify, Geographic information systems, distribution Afghanistan, primary producer, overdose, addict, corruption Piracy, enquiry, oil bunkering, victim Border, conflict, refugee, migration, treaty of Versailles. Causes, conflict, Darfur, climate Coltan, mining, Gorillas, finance, Dependency, sustainability, change, impact Genocide, development, slaughter, slave Conflict, dam, stakeholder	Shield, composite, lava, pyroclastic flow, hazard Ash cloud, economic, social, environmental, primary, secondary, assess Response, aid, evacuation Effects, pyroclastic flow, response, evacuation, aid Benefit, fertile, minerals, Exclusion zone, evacuate, impact, effect, pyroclastic flow Caldera, supervolcano, magma chamber, pyroclastic flow Richter scale, seismic waves, epicentre, focus, Mercalli scale Pancake effect, poverty, development, primary and secondary Aid, sanitation, response Aid, sanitation, response, Pancake effect, poverty, development, primary and secondary Earthquake proof buildings, mitigation, emergency services, evacuation, early warning Tsunami, displace,	Densely, sparsely, choropleth map, Evaluation, population, increasing, failure, success Evaluation, population, increasing, failure, success
	Enrichment/ Co-Curricular offer	Worldwide news reports will be studied on the refugee crisis in the Middle East. These will be discussed in terms of the causes, fairness etc so students gain an understanding of what life is like in other countries and can value the lifestyle they are able to lead.	Students will be encouraged to use homework opportunities to conduct their own research into crime in their local area. Lessons will also utilise GIS systems from the	Study of the Icelandic eruption – students are offered places on this trip in Year 10 but we study it in Year 8. Recent tectonic activity broadcast in the media can be used in lessons to ensure relevancy to the students.	Students will be able to learn where some of the UKs cultural influence has originated. IN Year 10/11 we study Liverpool and look at China town. This unit will help students develop an awareness of the country which has provided a large amount of culture and diversity in the UK.

		Students will conduct their own research into a country in the Middle East.		police database to study crime statistics giving students the experience of using GIS and thinking about how this could be utilised in careers outside of the classroom. Students can attend the geoguessr club which will use similar GIS software to that used in these lessons but to look at locations.		Students will also learn where their everyday items have come from such as mobiles and the global impact that these products can have.
Year 9	**Content, Knowledge & Skills**	**Weather Hazards** In this unit students will study the different weather hazards that occur both in the UK and around the world. Although many of the effects and responses are similar to the tectonic hazards they learnt in year 8, it will become clear the causes of these hazards are very different and therefore they	**Development and Urbanisation** In this unit students will learn what urbanisation and development are and how and why they vary so much around the world. Students will study	**Ecosystems** In this unit students will develop knowledge of a range of ecosystems. They will begin by learning about the components of ecosystems including food chains and webs, the nutrient cycle and how the components interact and can be affected by change. They will then go on to study the way in which factors such as latitude (from the map skills unit) can influence our weather and climate and how this determines the features and characteristics of different ecosystems around the world. The students will then gain specialised knowledge on Tropical Rainforests and Polar Deserts, studying the features and characteristics, the impact of human activity on these ecosystems and the environmental concerns studied in Year 7 specific to these two ecosystems	**Russia** In this unit the students will gain a wide ranging knowledge of the country of Russia, including political, economic and environmental challenges the country faces. They will learn	**Glaciation** In this unit students will gain knowledge on the processes that have shaped our local landscape (Lake District and the local region too). These will draw on prior learning from coasts, but introduces them in a different context of ice. The students will gain knowledge of how these processes have shaped the landscape in our area, and how this landscape is then utilised by human activity to a varying extent, and how this activity can create a range of issues. Skills covered include: Sequencing

		affect different parts of the world entirely. Students will study a range of case studies for these hazards, both in HIC and LIC which will allow a comparison between the effects in these countries and justifications can be made as to why the effects are often worse in LIC. We will also study ways these hazards can be reduced or managed in various ways. The skills that will be covered in this topic include sequencing, categorising statements depending on their impact, extended writing using case study facts and knowledge, skimming and scanning text for key information,	the global trends and compare development levels between regions. They will complete a mini skills project on Asia, as Asia has huge variations in development, more than anywhere else on earth. They will study Dharavi, the worlds largest slum and complete a decision-making task on	Skills Include: Reading maps Using latitude and longitude Describing locations Image interpretation Reading and plotting climate graphs Explaining human and physical interactions Annotating Using data in answers	what it means to be a resident in Russia and how the physical landscape makes life for Russians very challenging in some localities. Students will draw upon their learning about Polar deserts to explain why life can difficult in Russia. They will complete the unit by looking at topical issues including the role of Russia on the global stage and the media coverage of	Field sketching Annotating Drawing sketch maps Reading OS maps Image interpretation Categorising

		justifying decisions made, questions based on visual sources and development of points.	how the area could be improved. They will also learn what globalisation is and the impact of it. The skills that will be covered in this topic include multiple numeracy skills such as bar graphs and pie charts, choropleth mapping, decision making, group work, categorising		Russia's doping scandal and role in Syria. This unit aims to address some misconceptions that students may have, and enable them to have a wider knowledge and understanding of a country which is very prominent in the media and allow them to think like a Geographer in a critical and analytic way. Skills covered in	

			informati on report writing and comparis ons.		this unit include: Reading news articles Extended writing Interpreting graphs Reading maps Reading basic graphs and diagrams Investigatin g a range of sources Reading and plotting climate graphs	
	Prior Knowledge	Students will already have a good understanding of tectonic hazards, the impact of which have some similarities with some of the weather hazards. They will also know the responses needed after such events on a local	Students will already have an understan ding of LICs and HICs and how the differing levels of developm ent affect people	The students have already studied some endangered animals and environmental issues which can affect the global ecosystems that e study in this unit. They will have also looked at latitude and will now develop this further to understand how it links to ecosystems and climate.	Students have studied different types of Geography (human and physical), environmen tal issues and ecosystems including cold	Students will have prior knowledge of the processes of erosion from the coasts topic. They will also have an understanding of stakeholders views and how this can create conflict, again from the coasts topic.

		and a global scale. They will also be bale to suggest how the risk from these weather hazards can be reduced in the future.	from the hazards topics. Students will also know reasons people migrate, push and pull factors, from the Middle East topic. This can be built upon to understand why people migrate within a country, from rural to urban.		environments. They will now study all of those areas of Geography in the context of one particular country, Russia. They will also continue to utilise different skills that have been developed over Year 7 and 8 including plotting of graphs and reading of maps.	
	Assessment		Decision making report on Dharavi slum improvements for a		Russia Population Assessment	TBC

			key piece. End of unit assessment.			
	Key Vocabulary	Hazard, weather, climate, climate change, social, economic, environmental, short term, long term, primary, secondary, cause, effect, response, LIC, HIC, eye, eye wall, mitigation, wildfire, cyclone, typhoon, hurricane, management, flooding, engineering, extreme weather, temperature, carbon dioxide, greenhouse gases, greenhouse effect, fossil fuels, thunderstorms, tropical, 27 degrees Celsius, planning, protection, preparation, arson, human, physical,	HIC, LIC, Urbaniation, literacy rate, birth rate, death rate, Brandt Line, Equator, Historical, land locked, trade, natural disasters, disease, climate, Push/Pull factors, urbanisation, migration, Choropleth map, birth rate, literacy rate, death	Food chain, energy, consumer, producer, biome, biotic, abiotic Food chain Food web Component Biotic Abiotic Human activity Polar, Tropical, Deciduous, Coniferous, hot desert Prevailing wind, Relief, latitude, convectional rainfall, atmospheric circulation, high and low pressure. Biome, Desert, Ecosystem, biome, interdependence Precipitation, Temperature, vegetation cover, adaptation, convectional rainfall, latitude Adapt, lianas, buttress roots, camouflage, biodiversity, climate change, Canopy, Emergent, Forest Floor, shrub layer Deforestation, logging, agriculture, palm oil, Social, economic, environmental, climate change, habitat Management, selective logging, quotas, replanting, ecotourism Challenge, polar, latitude, frostbite Adapt, polar, tundra, blubber Justify, threat, overfishing, invasive species,	Continent, Capital city Moscow, Coastline, Landlocked Conflict, Population, Latitude Diverse, ecosystem, biome, climate, precipitation, latitude, vegetation, tundra, biodiversity Temperature Precipitation Climate Challenges Urban Rural Population Density Choropleth Map Population	Snow, ice, glacier, accumulation, compression, firn, retreat, erosion, freeze-thaw, plucking, abrasion. Ablation, accumulation, compression, snow, ice Erosion, freeze-thaw, plucking, deposition, gravity, steep back wall Deposition, energy, moraine, terminal, lateral, medial Tourism, adventure, scenery, culture, mountains, Economy, employment, money, facilities, infrastructure, culture, Tourism, flights, transport, money, population Crime, social issues, pollution (all types), Challenge, opportunity, national park, protection, dispute threat Cumbria, Keswick, Ambleside, county, mountains, fells, attractions, tourism, protection

		deforestation, desertification,	rate, GDP, Ghats, Monsoon, Physical, Ganges, Slum, Dharavi, Disease, Sanitation, Education, Sanitation, Employment, Water Supply, Globalisation, connected, skilled, unskilled,	tourism, oil spill, conflict, climate change, Biome, ecosystem, biodiversity, conflict, territory, threats, energy exploitation.	Pyramid Biome Climate Density Population Uninhabitable Homophobia Doping Scandal Sanctions Propaganda The European convention of Human rights Renewable energy Non renewable energy Radiation Sustainable Social Environmental Economic Contamination Water Pollution	

					Water Security Superpower Military Cultural Economic Social Hard Power Soft Power Superpower Resource Military power Nuclear weapons Location Hard power Soft power Conflict Doping Cold War Fake news Allies Global influence	
	Enrichment/ Co-Curricular offer	Many case studies from all over the globe will be studied, from a range of different development levels. Students will learn empathy by comparing their lifestyle to that of		Students will be encouraged to get involved in wider activities linked to ecosystems such as earth day and earth hour	This unit has a range of political elements – the teaching of this unit will be amended to fit new developmen	Students will be shown many images of the lake District, a local area, and will be encouraged to visit these if the possibly can

		others around the world.				ts and include relevant news stories where appropriate. Opportunities to be able to find out more about Russia through the news will be encouraged		
Year 10	**Content, Knowledge & Skills**	**Resource Management – Optional Unit Water** Why food, water and energy are fundamental to human development, what opportunities and challenges there are in water, food and energy provision in the UK, what the issues are surrounding water supply and demand globally, and how water can	**Ecosystems** How the components of ecosystems interact and the balance that exists, how the nutrient cycle works within the ecosystems, what causes change in an ecosystem, the location of two major ecosystems (Tropical Rainforests and Hot Deserts) and what their physical features are, how humans interact with the major ecosystems and what the impacts of human activity in the ecosystems may be. What management strategies can be used to ensure the future sustainability of the ecosystems studied. Skills that will be covered in this unit include: Categorising	**Physical Landscapes In The UK (River Landscapes)** The location of major upland areas and river systems in the UK, the way a river changes as it flows downstream, the landforms that are created by fluvial processes and the management strategies that need to be used to protect river landscapes from	**Fieldwork – River Study** What data collection techniques can be used in a physical environment, how this data can be presented, what the purpose of the different parts of their study were and how the study they	**Urban Issues and Challenges.** A growing percentage of the world's population lives in urban areas. Urban growth creates opportunities and challenges for cities in LICs and NEEs. Urban change in cities in the UK leads to a variety of social, economic and environmental	**Physical Landscapes In The UK (Glacial Landscapes)** The power of ice in shaping the physical landscape of the UK, landforms created by the glacial processes, opportunities created in glaciated landscapes for people, and how

		be conserved and managed to make future water supplies more sustainable both globally and locally. Skills that will be used include: Flow maps Describing distributions Latitude Longitude Compass points Identifying continents Explaining Choropleth maps Pie charts (reading and plotting) Stacked line graphs Map skills Image interpretation Using articles Categorising Evaluation Assessing Writing in sequence Decision making and justifying	Sequencing Making predictions Describing and Explaining Image interpretation Describing images Making links Latitude and Longitude Reading and completing graphs Map skills Satellite images and GIS Media information extraction Describing locations Evaluating Decision making Elaborating Using climate data To what extent exam command Assessing	the effects of flooding. The power of ice in shaping the physical landscape of the UK, landforms created by the glacial processes, opportunities created in glaciated landscapes for people, and how these landscapes can be managed to reduce the negative impacts and land use conflicts. Skills that will be included in this unit include: Map skills (OS maps) Image comparison Describing natural landforms Sequencing Using processes Annotating Field sketching Making predictions Using aerial images and GIS Drawing diagrams Mapping of a river	completed can be improved on. This unit is a skills unit and there will be many skills covered including: Constructing a hypothesis Making predictions Reading an OS map Image interpretation Describing a location Risk assessing Collecting primary data in the field (velocity, width and depth) Manipulating data (measures of central	opportunities and challenges. Urban sustainability requires management of resources and transport. Skills included in this unit: Interpreting graphs Extracting data Reading choropleth maps Drawing line graphs Using GIS Map skills Categorising Population pyramids Stacked bar graphs Analysing images Using elaboration Ranking Evaluation Using an atlas Note taking Creating a time line	these landscapes can be managed to reduce the negative impacts and land use conflicts. Glaciated Landscapes: Sequencing Field sketching Image interpretation Annotating Identifying features on OS maps Using key geographical processes Stakeholder views Decision making

				Drawing cross and long profiles Reading and completing flood hydrographs Categorising Evaluating Identifying stakeholder views Using media sources Constructing a flood risk map	tendency) Constructing the following: Cross section graphs Line graphs Scatter graphs Field sketches Annotated images Interpreting data presentations Evaluating data presentations Coming to conclusions which are evidence based Evaluating the study Applying techniques to unseen locations.	Planning an exam response Assessing Independent research using ICT Satellite images Sequencing	
	Prior	In KS3 students	Students have studied a range of	Students have	Students	In the	Students will

	Knowledge	have already looked at issues with water and food security in different locations around the world. They have also looked at issues with development which can affect access to resources. This knowledge will be applicable to the resource management unit.	biomes in KS3 including tropical rainforests, and have looked at issues in hot desert environments through the study of the Middle East. This will enable them to apply what they already know to a more global scale. They will apply what they know about Rainforest biomes and issues with biodiversity and human interaction with the environments to a case study of Malaysia. Their knowledge of the nutrient cycle, the basics of desertification and soil degradation will all be developed to a higher degree in their GCSE, using the KS3 foundation as a starting point.	already studied the basics of river landscapes including the basic erosional processes, transportation processes and reasons for deposition. They will begin to build on this further, to enable them to develop the ability to talk about river landscapes in sequence, in detail and with accurate use of key terminology.	have experienced smaller scale fieldwork in KS3 including completing an enquiry into the school environment, data presentation and data analysis and interpretation. They will apply the skills utilised in other areas of the course to this fieldwork study.	development unit in KS3 we have looked at conditions in slums and the issues with urbanisation that can be applied to Mumbai. We have also studied regeneration in the local area through the Eden Project which provides a base for regeneration in Liverpool for this unit.	have studied glaciation during KS3 in line with the national curriculum. They will have also visited a glaciated landscape as part of the physical fieldwork river study.
	Assessment	End of unit assessment (mock examination on one unit)	End of unit examination (mock examination on two units)	Decision making exercise report End of unit mini examination on this unit only	Marking of completed fieldwork packs.	Summer mock examination series	
	Key Vocabulary	Agribusiness Climate Conflict Consumption	Abiotic Adaptation Appropriate Technology Biodiversity	Abrasion Attrition Dam Deposition	Location Characteristics drainage	Economic development Economic opportunity	Abrasion Plucking Freeze-thaw weathering

		Deficit Demand Desalinisation Divert Domestic supply Economic Energy mix Exploitation Export Food miles Fossil fuel Geology Global Grey water Ground water Human Development Import Industrial output Inequality Infrastructure Large scale water transfer Local scheme Management Organic Over abstraction Renewable energy Resource Seasonal Significance Social Wellbeing Supply Surplus Sustainable water supply	Biome Biotic Characteristic Commercial Farming Component Conservation Consumer Cultivation Debt reduction Decomposer Deforestation Desertification Distribution Economic Development Ecosystem Ecotourism Food Chain/web Interdependence International agreement Interrelationship Large scale Management Mineral extraction Nutrient cycle Overcultivation Overgrazing Producer Settlement Small scale Subsistence farming Sustainably Tropical Rainforest	Discharge Embankment Erosion Estuary Flood plain Flood plain zoning Flood relief channel Geology Gorge Hard engineering Hydraulic Action Hydrograph Interlocking spur Lag time Land use Landform Lateral erosion Levees Location Lowland Management Meander Oxbow lake Precipitation Relief Reservoir River restoration River system Saltation Soft engineering Solution Suspension Sustainably Traction Transport Upland	basin Risk assessment Methodology limitations improvements Data presentation field sketch cross sectional diagrams scatter graphs Evaluation Analysis Conclusions hypotheses Cross section Width Depth Velocity Processes Relief Data collection technique	Environmentally sustainable Industrial development Infrastructure Migration Multiplier effect North south divide Regionally Rural Rural-urban migration Social opportunity Tourism Transnational corporation (TNC) Urban growth Urban Population Natural Increase Push factor Pull Factor Megacity National Importance Squatter settlement Traffic congestion Urban planning Cultural mix Recreation Integrated	Conflict Opportunity Tourism Multiplier effect Management Corrie Moraine Drumlin Erratic Ribbon Lake Arete Bulldozing Firn Rotational slip

		Water conservation Water pollution Water transfer Waterborne disease		Vertical erosion Waterfall		transport system Urban greening Deprivation Dereliction Brownfield site Greenfield sites Rural urban fringe Urban sprawl Commuter settlements Regeneration Sustainable urban living	
	Enrichment/ Co-Curricular offer	This unit has many links to the science GCSE course, with cross over looking at renewable and non renewable energy. Local opportunities include increasing knowledge about the local wind farm in Morecambe Bay and evaluating the impact of the Nuclear power station, a potential employer for students in the future. We will also engage students in	The eco schools club offers opportunities for students to get involved in local projects to help increase biodiversity in the local area including creating mini habitats on the school site by planting trees and wildflower patches amongst other projects. Links to earth day and earth hour promoted in assemblies in spring.	This unit looks at the local area in which we will study the local flood management schemes in Lancaster and the Lune Valley catchment area, reflecting on why it is needed with reference to the fluvial floods of Storm Desmond, giving students the opportunity to understand their local council response more thoroughly.	This unit provides the opportunity for one of two off site fieldwork days. For this unit we will complete a river study in a location in the Lake District.	Students will be given the opportunity to study what life is like in an NEE country. They will be able to access documentaries and sources of media such as the film Slum Dog millionaire and The documentary 'Slumming It'	Students will be encouraged to visit the lake District as it is a glaciated landscape on our doorstep. During the river's fieldwork, we will go half way up to Easedale tarn, which is a corrie. Students will be encouraged to visit this

		the topical debate on fracking which is directly relevant to the North West region.			Students can also use the local area to study the physical landscape that they directly experience and how it has been formed and shaped by the River Lune.			with family or friends in their own time to see glaciated features in real life.
Year 11	**Content, Knowledge & Skills**	**Changing Economic World (Development)** Why some countries have developed faster and more successfully than others and what ways exist in which the development gap can be reduced. They should also be able to discuss India's development, socially, economically and environmentally and know its importance regionally and globally. Students should also know how the UK has changed over time,	**Changing economic World (India and the UK)** Why some countries have develope d faster and more successful ly than others and what ways exist in which the developm ent gap can be reduced. They should also be	**Liverpool Fieldwork Write Up** What data collection techniques can be used in an urban environment, how this data can be presented, what the purpose of the different parts of their study were and how the study they completed can be improved on. Skills include: Constructing a hypothesis Making predictions Reading an OS map Image interpretation Describing a location Risk assessing Collecting primary data in the field (questionnaires, pedestrian count, environmental quality	**Natural Hazards** The plate tectonics theory and names of plate boundaries, the structure of the earth and the examples of earthquakes from a LIC and a HIC country. The structure and make up of the atmospheric circulation. Tropical storm example. Extreme event in the UK example. Climate change causes and responses. How to describe distribution, categorise effects and responses, image	**Exam Preparation and Revision *then* Pre Release – TBC by AQA** The students will be issued with a pre release booklet that will be examined in paper 3. The students will spend time analysing the unseen content in preparation. This will be released in March and		

		what it's importance is regionally and globally and what strategies are in place to continue development of the UK in the future. Skills covered in this unit include: Topological maps Using key vocabulary Categorising into social and economic Elaborating responses Identifying measures Living graphs Reading a line graph Interpreting population pyramids Demographic transition model Annotating Comparing Sequencing Mapskills Using proportional shapes	able to discuss India's development, socially, economically and environmentally and know its importance regionally and globally. Students should also know how the UK has changed over time, what it's importance is regionally and globally and what strategies are in place to continue developm	survey, field sketch) Manipulating data (measures of central tendency) Constructing the following: Dot maps Bipolar charts Pie charts bar and line graphs Proportional bar graph Pictogram Interpreting data presentations Evaluating data presentations Coming to conclusions which are evidence based Evaluating the study Applying techniques to unseen locations	interpretation, interpreting satellite images. Skills included in this unit: Categorising Image interpretation Describing distributions Sequencing Evaluation Annotating diagrams Map skills Extracting facts from articles Extended writing Assessing Comparing distributions Interpreting proportional shapes Using satellite images Using and interpreting line graphs To what extent exam technique Creating a timeline (chronological ordering) Interpreting trends	therefore the content, knowledge and skills is currently unknown. Skills include: Exam technique Revision techniques. Pre release preparation (cannot be confirmed unit it is issued by AQA).	

		Choropleth maps Bar graphs Identifying stakeholders Image interpretation Evaluating	ent of the UK in the future. Skills covered include: Extracting informati on for text Mapping locations Describin g locations Categorisi ng Sequencin g Using pie charts Using line graphs Image interpreta tion Decision making Reading statistics Using flow maps		in data		
	Prior Knowledge	Students have studied a number of concepts related	In the KS3 course we have	Students have already conducted on GCSE fieldwork and will eb	Students have already studied natural hazards and	Students have now completed a	

		to the development gap, including political relations, trade, urbanisation, physical factors and conflict. Their knowledge and experience of learning about these issues are all relevant to this section of the GCSE and they will consolidate a range of knowledge and information from prior learning to help explain and understand the development gap, before going on to study specific global locations.	looked at India in a range of contexts including some content on the physical and human Geography of India. Students will already have a basic understanding of some aspects of the country which will provide a base for the case study to develop through. For the UK economy students	using the same enquiry process but in a human context so will utilise the same skills – evaluating, coming to conclusions, choosing and constructing graphs and data presentation for example. This will continue to build on the fieldwork experiences at KS3 including the mini environment enquiry on the school site.	will know the basics of plate movement, volcanic hazards and earthquake hazards. They have also studied the effects of the Japan tsunami. In this unit they will apply this prior learning to new examples and they will develop their understanding further, to know in depth how plates move and what the effects and consequences are. Students will have also studied climate change through the environmental concerns unit.	range of skills and have acquired a depth of knowledge across the KS3 and KS4 course which will be utilised to help them revise and prepare effectively for their examination .	

			have already looked at the importance of infrastructure, the multiplier effect and environmental issues in general. This will now be studied in the context of the UK specifically.				
	Assessment		Autumn Mock Examination Series	Fieldwork write up	Spring Mock Examination Series		
	Key Vocabulary	Aid Birth rate Business park Commonwealth Cultural De - industrialisation Death rate Debt relief	Infrastructure Intermediate technology International aid Internatio	Location Characteristics Risk assessment Methodology limitations improvements Data presentation field sketch Evaluation Analysis	Adaptation Agriculture Carbon Capture Cause Climate Change Contrasting Coriolis Effect Dedrochronology Deforestation	TBC – dependent on Pre Release.	

		Demographic Transition Model Development gap Disparity Economic development Economic measure Environmentally sustainable European Union Fair trade Finance industry Globally Gross national income (GNI) Human Development Index Industrial development Infant mortality	nal migration Life expectancy Literacy rate Microfinance loan Migration Multiplier effect North south divide Per capita Political Population decline Quality of life Regionally Rural Rural-urban migration Science park Service industry Social measure Tourism Trade Traditional	Conclusions hypotheses Data collection technique Questionnaire Environmental Quality Index Bipolar Chart Proportional shapes Dot maps Regeneration Multiplier effect Economy Social effects Employment Environment facilities Infrastructure Tourism Development	Distribution Economic Environmental Frequency General Atmospheric Circulation Hazard Risk Immediate Response Intensity International Agreement Long term response Management strategy Mitigation Monitoring Natural Hazard Orbital Changes Planning Plate Margin Plate Tectonics Theory Prediction Primacy Effect Protection Quaternary Period Secondary Effect Social Solar Output Tropical Storm		

			industrial base Transnational corporation (TNC) Uneven development Urban				
	Enrichment/ Co-Curricular offer	The students can use the media and news outlets to look for information relevant to development that is in real time. For example, reports on drought/famine/international aid all come under this section of the course. We also look at the different agencies who provide aid and students will be encouraged to find out more about charities such as Oxfam and the work that they do in relation to	There are many links to the history course that students have studied, drawing on their understanding of the industrial revolution and the agricultural revolution and how this has shaped todays economy.	Students will be able to experience a human fieldtrip in a location that is not local. They will visit Liverpool and whilst there will experience the regenerated landscape of Liverpool 1 and the Albert Docks. We will discuss the history, the development and growth of both locations on site. Students will also get top practice how to conduct an enquiry, a transferable skill for many careers.	Students are encouraged to use media and news sources to find out about recent tectonic and weather hazards. They will also study climate change and the promotion of Earth Day and Earth Hour through assemblies will link to this unit. There are many cross curricular links between the Science curriculum and the climate change section of the course including the teaching of carbon capture, renewable	The Pre Release is usually based on a relevant topic to what is being shown in the media and news outlets. The students will be encouraged to do some of their own research around the topics the Pre Release is based on to support their responses in the exam.	

		the development gap and providing international aid. We will also study colonialism and the link between development and the British Empire, touching on some of the issues related to race and equality in the UK.	Students will also be looking at Carnforth Quarry, a local example of industry which is around the corner from school and where the impacts of industry may affect the students who live close to school		energy and the evidence for climate change.		