

## Curriculum Map 2022-2023

## Subject: Geography

		Autumr	า	Sprin	g		Summer
		Term 1	Term 2	Term 3	Term 4	Term 5 Term 6	
	Content,	Map skills	Environme	ental Concerns	Japan	Coasts	
Year 7	Knowledge & 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	global envir endangered change. We misconcept layer and w ensure stud knowledge. understand environmer pollution in plastic pollu They will als find out abo help to prot respond to Students wi geographica important a would deve look at the o and gain kn	so have the opportunity to but how different groups tect the environment and environmental issues. Ill find out about what a al enquiry is, why they are and how a Geographer lop an enquiry. They will quality of the school site owledge of how to assess stal quality using different	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	knowledge and the role of bac and depositio The students landforms alo these process range of skills begin to ask q environments Students will coastlines are area. They will why Morecan a link to incre change from t Finally studen regeneration the Eden Proj	earn about how and why managed, including in our local I develop knowledge of how and abe Bay needs management, with asing sea levels and climate the environmental concerns unit. ts will begin to look at in coastal areas with a focus on ect proposal to finish the unit. be covered include:



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



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	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	ageing population,	Compass point
survey, assess, evaluation, data,	agriculture	Feature
information, human, physical.	Birth rate, death	Describe
	rate, natural	Hazard
	increase, ageing	Retreat
	population	Erosion
	Seafood, coastline,	Prevailing wind
	sushi, ramen, rice,	Managed retreat
	agriculture,	Gabions
	vegetables,	Sea walls
	industry, robots,	Rock Armour
	automation	Beach Nourishment
	Moral, ethical,	Marsh creation
	whale, scientific	Dune regeneration
	research, culture	Managed retreat
	Earthquake,	Gabions
	volcano, tsunami,	Sea walls
	planning,	Rock Armour
	evacuation,	Beach Nourishment
	tectonics,	Marsh creation
	response, impact	Dune regeneration
	Corporation,	Managed retreat
	export, technology,	Gabions
	robot, anime, Sony,	Sea walls
	Nissan, Toyota	Rock Armour
	Olympics, sport,	Beach Nourishment
	regeneration,	Marsh creation
	development,	Dune regeneration
	tourism, culture,	Managed retreat
	positive, negative	Climate change
	p	Sea level rise
		Flooding
		Storms
		Impacts
		Management
		Tourism
		10001011



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	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.	the school s classroom. Homework to look at an endangered Students en project to a this unit. Eco schools years but is	Il conduct a fieldwork on ite, working outside the opportunities for students nimals that are I of their choice. gage in a fundraising dopt an animal linked to award club runs for all relevant in particular to	This unit involves some debating and extended writing to develop literacy and speaking and listening skills.	Eden Project i bring benefits Lessons also u systems to stu	nergy gy Bay rty Policies
			this topic.				
	Content,	The Middle East		Crime and Conflict	Tectonic Hazards		China
Year	Knowledge & Skills	In this unit students will be learning about the countries, conflicts, wealth, challenges and		In this unit students will gain knowledge about how the police	knowledge and understanding of knowledge		In this unit the students will gain knowledge on the country of China. They will gain knowledge
		future of the Middle	East. They	categorise different	the movement of pla	ites, what	about key issues in the country,



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



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	make decisions. They these skills within thi will have also covered tectonic hazards in re specifically to Japan a develop more detaile understanding of pla	d how to y will apply s unit. They d some elation and will now ed te movement	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
	scales, allowing students to use their own knowledge of place and location in this unit.	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.		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 a a country.
Students will have an end of unit assessment which will cover a range of the knowledge and skills from the topic		Extended Writing Task		
		unit test		
Conflict, Challenges, sustainable, opportunities, oil spill, tourism, refugee, migration, ISIS, government.	Crime, Conflict, violence, perpetrator, victim. Assault, burglary, vandalism, graffiti, location, urban, rural.	plates, crust Oceanic, continental, dense Oceanic, continental,	subduct,	Perceptions, Population, economic, natural, social Multiplier effect, manufacturing, development, government Social, economic, smuggling,
	nit assessment which will over a range of the knowledge nd skills from the topic onflict, Challenges, ustainable, opportunities, oil	nit assessment which will over a range of the knowledge nd skills from the topic onflict, Challenges, ustainable, opportunities, oil pill, tourism, refugee, nigration, ISIS, government, limate, drought, push and pull	nit assessment which will over a range of the knowledge nd skills from the topicExtended Writing TaskTectonics end of unit testTectonics end of unit testonflict, Challenges, ustainable, opportunities, oil pill, tourism, refugee, nigration, ISIS, government, limate, drought, push and pullCrime, Conflict, violence, perpetrator, victim. Assault, burglary, vandalism, graffiti, location, urban, rural.Convection currents, plates, crust Oceanic, continental, dense	nit assessment which will over a range of the knowledge nd skills from the topic Extended Writing Task Tectonics end of unit test onflict, Challenges, ustainable, opportunities, oil pill, tourism, refugee, nigration, ISIS, government, limate, drought, push and pull Ication, urban, rural.



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



				nalica databasa ta studu			Students will also learn where
				police database to study			
		Students will conduct their own research into a country in the Middle East.		crime statistics giving			their everyday items have come
				students the experience			from such as mobiles and the
				of using GIS and thinking			global impact that these
				about how this could be			products can have.
				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.		<u> </u>	
	Content,	Weather Hazards	Develop	Ecosystems		Russia	Glaciation
	Knowledge		ment and				
	& Skills		Urbanisat	In this unit students will develop		In this unit	In this unit students will gain
		In this unit	ion	a range of ecosystems. They will		the students	knowledge on the processes
		students will study	In this	learning about the components	•	will gain a	that have shaped our local
		the different	unit	including food chains and webs, the nutrient		wide	landscape (Lake District and the
		weather hazards	students	cycle and how the components i	interact and	ranging	local region too). These will
		that occur both in	will learn	can be affected by change. They	/ will then go	knowledge	draw on prior learning from
		the UK and around	what	on to study the way in which fac	ctors such as	of the	coasts, but introduces them in a
6		the world.	urbanisati	latitude (from the map skills unit	t) can influence	country of	different context of ice. The
Year 9		Although many of	on and	our weather and climate and ho	ow this	Russia,	students will gain knowledge of
Ye		the effects and	developm	determines the features and cha	aracteristics of	including	how these processes have
		responses are	ent are	different ecosystems around the	e world.	political,	shaped the landscape in our
		similar to the	and how	,		economic	area, and how this landscape is
		tectonic hazards	and why	The students will then gain speci	ialised	and	then utilised by human activity
		they learnt in year	they vary	knowledge on Tropical Rainfores		environmen	to a varying extent, and how
		8, it will become	so much	Deserts, studying the features a		tal	this activity can create a range
		clear the causes of	around	characteristics, the impact of hu		challenges	of issues.
		these hazards are	the world.	on these ecosystems and the en		the country	
		very different and	Students	concerns studied in Year 7 specifi		faces. They	Skills covered include:
		therefore they	will study	two ecosystems	ine to these	will learn	Sequencing
		therefore they	will study			willicalli	Jeddeneng



affect different parts of the world entriely. Students andthe global trends and and compare to ease studies for developm these hazards, both in HIC and LIC between the effects in these a minit comparison the fact and solutions the fact and solutions the fact and solutions the fact and between the effects in these a minit countries and solutions the fact and tick between the effects in these a minit countries and solutions the fact and tick between the effects in these a minit countries and solutionSills include: Reading and plotting dimate graphs regions. Annotatingwhat it means to be how the physical landscape for Russians very challenging in some localities. Students will draw will draw upon their learning about Polar deserts to explaining humph how the learning about Polar deserts to explaining humph iffe can difficult in topical in some localities.Field sketching means to be how the physical landscape makes life for Russians wery challenging in some localities.Field sketching makes life for Russian for very challenging in some localities.The kills that will be covered in this equencing, statements the depending on their impact, extended lowids integest study facts and complete the globalSimming and decision- stas on the global stage and topical issues including the role of Russia on the global stage and the role of Russia on the global stage and the role of	 					
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will study a range of case studies for of case studies for these hazards, ent levels which will allow a will study and levelopm both in HC and LC both will allow a region.Conscibing locations breading and plotting climate graphs texplaining human and physical interactions for Russians for Russians texplaining human and physical interactions in some comparison comparison texplaining human and physical interactions between the complete contries and between the countries and 		parts of the world	trends	Skills Include:	means to be	•
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skimming and decision- stage and   scanning text for making the media		study facts and	complete		Russia on	
scanning text for making the media		knowledge,	а		the global	
		-	decision-		•	
key information, task on coverage of		scanning text for	making		the media	
		key information,	task on		coverage of	



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



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



Image: Normal base is the sevent of the seven of the sevent of the sevent of the sev					
bale to suggest how the risk from these weather hazards can be reduced in the future.topics. Students will also know reasons people migrate, push and pull factors, from the East topic.now study all of those areas of Geography in the context of one particular contract of one particular contract different skills that have been developed over Year 7 and 8 including plotting of graphs and reading of maps.AssessmentDecision making report on DharaviDecision making report on DharaviRussia PopulationTBC		and a global scale.	from the		
how the risk from these wather these wather future.Students will also wereas of how reasons people migrate, push and pull factors, from the Middleall of those areas of Geography in the context of one particular country, Russia.They will also country, from the MiddleThey will also country, Russia.all of those areas of areas of one particular country, Russia.They will also country, from the wildleall of those areas of context of one particular country, Russia.They will also country, from the wildleall of those areas of one particular country, Russia.They will also country, from the understan dwhy people migrate within a country, from rural to urban.all of those areas of home point all of those areas of home point developed over Year 7 and 8 including plotting of graphs and reading of maps.AssessmentDecision making report on DharaviDecision making making to urban.Russia Population Assessment				-	
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AssessmentDecision making report on DharaviDecision making report on DharaviRussia Population AssessmentTBC			be built	utilise	
AssessmentDecision making report on DharaviDecision making report on DharaviDecision making report on DharaviRussia Population AssessmentTBC			upon to	different	
AssessmentDecision making report on DharaviDecision making report on DharaviDecision making report on DharaviRussia Population AssessmentTBC Population Assessment			understan	skills that	
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within a country, from rural to urban.and 8 including plotting of graphs and reading of maps.AssessmentDecision making report on DharaviRussia Population AssessmentTBC			people	developed	
Image: series of the series			migrate	over Year 7	
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AssessmentDecision making report on DharaviDecision making report on DharaviRussia Population AssessmentTBC			country,	including	
AssessmentDecision making report on DharaviDecision making report on DharaviRussia Population AssessmentTBC			from rural	plotting of	
AssessmentDecision making report on DharaviDecision making RussiaRussia Population AssessmentTBC			to urban.	graphs and	
AssessmentDecisionRussiaTBCmaking report on Dharavireport on DharaviAssessmentAssessment				reading of	
making Population   report on Assessment   Dharavi Population				maps.	
making Population   report on Assessment   Dharavi Assessment					
report on Assessment   Dharavi Assessment	Asses	sment	Decision	Russia	ТВС
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			report on	Assessment	
			Dharavi		
slum			slum		
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				-	
		key piece.			
		End of			
		unit			
		assessme			
		nt.			
Key		HIC, LIC,		Continent,	Snow, ice, glacier,
Vocabu		Urbaniati	Food chain, energy, consumer, producer,	Capital city	accumulation, compression,
	change, social,	on,	biome, biotic, abiotic	Moscow,	firn, retreat, erosion, freeze-
	economic,	literacy	Food chain	Coastline,	thaw, plucking, abrasion.
	environmental,	rate, birth		Landlocked	Ablation, accumulation,
	short term, long	rate,	Food web	Conflict,	compression, snow, ice
	term, primary,	death	Component	Population,	Erosion, freeze-thaw, plucking,
	secondary, cause,	rate,	Biotic	Latitude	deposition, gravity, steep back
	effect, response,	Brandt	Abiotic	Diverse,	wall
	LIC, HIC, eye, eye	Line,	Human activity	ecosystem,	Deposition, energy, moraine,
	wall, mitigation,	Equator,	Polar, Tropical, Deciduous, Coniferous, hot	biome,	terminal, lateral, medial
	wildfire, cyclone,	Historical,	desert	climate,	Tourism, adventure, scenery,
	typhoon,	land	Prevailing wind, Relief, latitude, convectional	precipitatio	culture, mountains,
	hurricane,	locked,	rainfall, atmospheric circulation, high and low	n, latitude,	Economy, employment, money,
	management,	trade,	pressure.	vegetation,	facilities, infrastructure, culture,
	flooding,	natural	Biome, Desert, Ecosystem, biome,	tundra,	Tourism, flights, transport,
	engineering,	disasters,	interdependence	biodiversity	money, population
	extreme weather,	disease,	Precipitation, Temperature, vegetation cover,	Temperatur	Crime, social issues, pollution
	temperature,	climate,	adaptation, convectional rainfall, latitude	е	(all types),
	carbon dioxide,	Push/Pull	Adapt, lianas, buttress roots, camouflage,	Precipitatio	Challenge, opportunity, national
	greenhouse gases,	factors,	biodiversity, climate change, Canopy,	n	park, protection, dispute threat
	greenhouse effect,	urbanisati	Emergent, Forest Floor, shrub layer	Climate	Cumbria, Keswick, Ambleside,
	fossil fuels,	on,	Deforestation, logging, agriculture, palm oil,	Challenges	county, mountains, fells,
	thunderstorms,	migration,	Social, economic, environmental, climate	Urban	attractions, tourism, protection
	tropical, 27	Choroplet	change, habitat	Rural	
	degrees Celsius,	h map,	Management, selective logging, quotas,	Population	
	planning,	birth rate,	replanting, ecotourism	Density	
	protection,	literacy	Challenge, polar, latitude, frostbite	Choropleth	
	preparation, arson,	rate,	Adapt, polar, tundra, blubber	Мар	
	human, physical,	death	Justify, threat, overfishing, invasive species,	Population	



deforestation,	rate, GDP,	tourism, oil spill, conflict, climate change,	Pyramid	
desertification,	Ghats,	Biome, ecosystem, biodiversity, conflict,		
	Monsoon,	territory, threats, energy exploitation.	Biome	
	Physical,		Climate	
	Ganges,		Density	
	Slum,		Population	
	Dharavi,		Uninhabitab	
	Disease,		le	
	Sanitation		Homophobi	
	,		a	
	Education		Doping	
	,		Scandal	
	Sanitation		Sanctions	
	,		Propaganda	
	Employm		The	
	ent,		European	
	Water		convention	
	Supply,		of Human	
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	ion,		Ŭ	
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	d, skilled,		energy	
	unskilled,		Non	
	,		renewable	
			energy	
			Radiation	
			Sustainable	
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T				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/	Many case studies	Students will be encouraged to get involved in	This unit has	Students will be shown many
	Co-Curricular	, from all over the	wider activities linked to ecosystems such as	a range of	images of the lake District, a
	offer	globe will be	earth day and earth hour	political	local area, and will be
		studied, from a		elements –	encouraged to visit these if the
		range of different		the teaching	possibly can
		development		of this unit	
		levels. Students		will be	
		will learn empathy		amended to	
		by comparing their		fit new	
		lifestyle to that of		developmen	
		mestyle to that Of		developmen	



		others around the			ts and		
		world.			include		
					relevant		
					news stories		
					where		
					appropriate.		
					appropriater		
					Opportuniti		
					es to be able		
					to find out		
					more about		
					Russia		
					through the		
					news will be		
					encouraged		
					encourageu		
	Content,	Resource	Ecosystems	Physical	Fieldwork –	Urban Issues	Physical
	-	Management –	How the components of ecosystems	Landscapes In The	River Study	and Challenges.	Landscapes
	Knowledge	Optional Unit	interact and the balance that exists,	UK (River	inver study	and chancinges.	In The UK
	& Skills	Water	how the nutrient cycle works within	Landscapes)	What data	A growing	(Glacial
		water	the ecosystems, what causes change	Landscapes	collection	percentage of	Landscapes)
		Why food, water	in an ecosystem, the location of two	The location of	techniques	the world's	The power of
		and energy are	major ecosystems (Tropical	major upland areas	can be used	population lives	ice in shaping
		fundamental to	Rainforests and Hot Deserts) and	and river systems	in a physical	in urban areas.	the physical
		human	what their physical features are, how	in the UK, the way	environmen	Urban growth	landscape of
10		development, what	humans interact with the major	a river changes as it	t, how this	creates	the UK,
Year 10		opportunities and	ecosystems and what the impacts of	flows downstream,	data can be	opportunities	landforms
۲e		challenges there	human activity in the ecosystems	the landforms that	presented,	and challenges	created by
		are in water, food	may be. What management	are created by	what the	for cities in LICs	the glacial
		and energy	strategies can be used to ensure the	fluvial processes	purpose of	and NEEs.	processes,
		provision in the	future sustainability of the	and the	the different	Urban change in	opportunities
		•	•			cities in the UK	created in
		UK, what the issues	ecosystems studied.	management	parts of	leads to a	
		are surrounding	Ckills that will be severed in this with	strategies that	their study		glaciated
		water supply and demand globally,	Skills that will be covered in this unit include:	need to be used to	were and	variety of social,	landscapes
1		demand globally		protect river	how the	economic and	for people,
		and how water can	Categorising	landscapes from	study they	environmental	and how



be conserved and	Sequencing	the effects of	completed	opportunities	these
managed to make	Making predictions	flooding. The	can be	and challenges.	landscapes
future water	Describing and Explaining	power of ice in	improved	Urban	can be
supplies more	Image interpretation	shaping the	on.	sustainability	managed to
sustainable both	Describing images	physical landscape		requires	reduce the
globally and locally.	Making links	of the UK,	This unit is a	management of	negative
	Latitude and Longitude	landforms created	skills unit	resources and	impacts and
Skills that will be	Reading and completing graphs	by the glacial	and there	transport.	land use
used include:	Map skills Satellite images and GIS	processes,	will be many		conflicts.
Flow maps	Media information extraction	opportunities	skills	Skills included in	
Describing	Describing locations	created in glaciated	covered	this unit:	Glaciated
distributions	Evaluating	landscapes for	including:	Interpreting	Landscapes:
Latitude	Decision making	people, and how	Constructing	graphs	
Longitude	Elaborating	these landscapes	a hypothesis	Extracting data	Sequencing
Compass points	Using climate data	can be managed to	Making	Reading	Field
Identifying	To what extent exam command	reduce the	predictions	choropleth	sketching
continents	Assessing	negative impacts	Reading an	maps	Image
Explaining		and land use	OS map	Drawing line	interpretatio
Choropleth maps		conflicts.	Image	graphs	n
Pie charts (reading		Skills that will be	interpretati	Using GIS	Annotating
and plotting)		included in this unit	on	Map skills	Identifying
Stacked line graphs		include:	Describing a	Categorising	features on
Map skills		Map skills (OS	location	Population	OS maps
Image		maps)	Risk	pyramids	Using key
interpretation		Image comparison	assessing	Stacked bar	geographical
Using articles		Describing natural	Collecting	graphs	processes
Categorising		landforms	primary	Analysing	Stakeholder
Evaluation		Sequencing	data in the	images	views
Assessing		Using processes	field	Using	Decision
Writing in		Annotating	(velocity,	elaboration	making
sequence		Field sketching	width and	Ranking	5
Decision making		Making predictions	depth)	Evaluation	
and justifying		Using aerial images	Manipulatin	Using an atlas	
, , , ,		and GIS	g data	Note taking	
		Drawing diagrams	(measures	Creating a time	
		Mapping of a river	of central	line	



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



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 environmen t, data presentatio n and data analysis and interpretati on. They will apply the skills utilised in other areas of the course to this fieldwork	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	study. Marking of completed fieldwork packs.	Summer mock ex series	amination
Key Vocabulary	Agribusiness Climate Conflict Consumption	Abiotic Adaptation Appropriate Technology Biodiversity	Abrasion Attrition Dam Deposition	Location Characteristi cs drainage	Economic development Economic opportunity	Abrasion Plucking Freeze-thaw weathering



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



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



							$\checkmark$
		the topical debate			Students can also		with family
		on fracking which			use the local area		or friends in
		is directly relevant			to study the		their own
		to the North West			physical landscape		time to see
		region.			that they directly		glaciated
					experience and		features in
					how it has been		real life.
					formed and shaped		
					by the River Lune.		
	Content,	Changing	Changing	Liverpool Fieldwork	Natural Hazards	Exam	
	Knowledge	Economic World	economic	Write Up		Preparation	
	& Skills	(Development)	World	What data collection	The plate tectonics	and	
	C Skins		(India and	techniques can be used	theory and names	Revision	
		Why some	the UK)	in an urban	of plate	<i>then</i> Pre	
		countries have		environment, how this	boundaries, the	Release –	
		developed faster	Why	data can be presented,	structure of the	TBC by AQA	
		and more	some	what the purpose of the	earth and the		
		successfully than	countries	different parts of their	examples of	The	
		others and what	have	study were and how the	earthquakes from a	students will	
		ways exist in which	develope	study they completed	LIC and a HIC	be issued	
		the development	d faster	can be improved on.	country. The	with a pre	
Ч.		gap can be	and more		structure and make	release	
1 1		reduced. They	successful		up of the	booklet that	
Year 11		should also be able	ly than	Skills include:	atmospheric	will be	
-		to discuss India's	others	Constructing a	circulation. Tropical	examined in	
		development,	and what	hypothesis	storm example.	paper 3. The	
		socially,	ways exist	Making predictions	Extreme event in	students will	
		economically and	in which	Reading an OS map	the UK example.	spend time	
		environmentally	the	Image interpretation	Climate change	analysing	
		and know its	developm	Describing a location	causes and	the unseen	
		importance	ent gap	Risk assessing	responses. How to	content in	
		regionally and	can be	Collecting primary data	describe		
		globally. Students	reduced.	in the field	distribution,	preparation.	
		should also know				This will be	
		how the UK has	They should	(questionnaires,	categorise effects	released in	
				pedestrian count,	and responses,		
		changed over time,	also be	environmental quality	image	March and	



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



	Choropleth maps	ent of the		in data		
	Bar graphs	UK in the				
	Identifying	future.				
	stakeholders					
	Image	Skills				
	interpretation	covered				
	Evaluating	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				
Prior	Students have	In the KS3	Students have already	Students have	Students	
Knowledge	studied a number	course we	conducted on GCSE	already studied	have now	
	of concepts related	have	fieldwork and will eb	natural hazards and	completed a	



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



		have already looked at the importanc e of infrastruc ture, the multiplier effect and environm ental issues in general. This will now be studied in the context of the UK specificall y.				
Assessment		Autumn Mock Examinati on Series	Fieldwork write up	Spring Mock Examination Series		
Key Vocabulary	Aid Birth rate Business park Commonwealth Cultural De - industrialisation Death rate Debt relief	Infrastruc ture Intermedi ate technolog Y Internatio nal 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	nal	Conclusions hypotheses	Distribution		
Transition Model	migration	Data collection	Economic		
Development gap	Life	technique	Environmental		
Disparity	expectanc	Questionnaire	Frequency		
Economic	У	Environmental Quality	General		
development	Literacy	Index	Atmospheric		
Economic measure	rate	Bipolar Chart	Circulation		
Environmentally	Microfina	Proportional shapes	Hazard Risk		
sustainable	nce loan	Dot maps	Immediate		
European Union	Migration	Regeneration	Response		
Fair trade	Multiplier	Multiplier effect	Intensity		
Finance industry	effect	Economy	International		
Globally	North	Social effects	Agreement		
Gross national	south	Employment	Long term response		
income (GNI)	divide	Environment	Management		
Human	Per capita	facilities	strategy		
Development	Political	Infrastructure	Mitigation		
Index	Populatio	Tourism	Monitoring		
Industrial	n decline	Development	Natural Hazard		
development	Quality of		Orbital Changes		
Infant mortality	life		Planning		
	Regionally		Plate Margin		
	Rural		Plate Tectonics		
	Rural-		Theory		
	urban		Prediction		
	migration		Primacy Effect		
	Science		Protection		
	park		Quaternary Period		
	Service		Secondary Effect		
	industry		Social		
	Social		Solar Output		
	measure		Tropical Storm		
	Tourism				
	Trade				
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						$\checkmark$
		industrial				
		base				
		Transnati				
		onal				
		corporati				
		on (TNC)				
		Uneven				
		developm				
		ent				
		Urban				
Enrichment/	The students can	There are	Students will be able to	Students are	The Pre	
Co-Curricular	use the media and	many	experience a human	encouraged to use	Release is	
offer	news outlets to	links to	fieldtrip in a location	media and news	usually	
	look for	the	that is not local. They	sources to find out	based on a	
	information	history	will visit Liverpool and	about recent	relevant	
	relevant to	course	whilst there will	tectonic and	topic to	
	development that	that	experience the	weather hazards.	what is	
	is in real time. For	students	regenerated landscape		being shown	
	example, reports	have	of Liverpool 1 and the	They will also study	in the media	
	on	studied,	Albert Docks. We will	climate change and	and news	
	drought/famine/in	drawing	discuss the history, the	the promotion of	outlets. The	
	ternational aid all	on their	development and	Earth Day and	students will	
	come under this	understan	growth of both locations	Earth Hour through	be	
	section of the	ding of	on site.	assemblies will link	encouraged	
	course.	the		to this unit.	to do some	
		industrial	Students will also get		of their own	
	We also look at the	revolution	top practice how to	There are many	research	
	different agencies	and the	conduct an enquiry, a	cross curricular	around the	
	who provide aid	agricultur	transferable skill for	links between the	topics the	
	and students will	al	many careers.	Science curriculum	Pre Release	
	be encouraged to	revolution		and the climate	is based on	
	find out more	and how		change section of	to support	
	about charities	this has		the course	their	
	such as Oxfam and	shaped		including the	responses in	
	the work that they	todays		teaching of carbon	the exam.	
	do in relation to	economy.		capture, renewable		



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