SUBJECT Curriculum Map

Year 7

Carnforth High School

Rationale and Links to The National Curriculum
Students will be introduced to the topic of Geography, as experiences in primary school can vary. They will learn the different types of Geography, challenge some key misconceptions and learn skills that will be built upon throughout KS3 Geography. Year 7 will begin to inspire students and encourage them to ask questions about the world they live in. The year is varied in terms of the topics covered. It begins with map skills and learning some key skills, before looking at some key global issues, a country study and a physical geography topic, Coastal Environments, to learn how natural processes shape the world we live in. There is also a local element to the final topic where students learn about the threats, management and opportunities provided by local coastal regions. It interleaves human and physical Geography throughout and will teach students about key human and physical features of the world, as well as their own impact on the world. Aspects of the National Curriculum include a region within Asia, extending locational knowledge, coastal environments and how human and physical processes interact. **Fieldwork is completed within the Environmental Concerns unit where students complete a fieldwork enquiry into the environmental quality of CHS.**

	Half Term 1 and into 2 (14 lessons on Map Skills)	Half Term 2 and 3 (15 lessons on Environmental Concerns)	Half Term 4 and 5 (13 lessons on Japan)	Half Term 6 (11 lessons on Coastal Environments)
Key Topics	• Map Skills- The map skills unit will also include an introduction to Geography. Some students will not have studied any Geography in Primary education as a distinct subject and therefore may not understand the concept of Geography as a subject. The introduction will allow them to identify what they have studied that comes under the umbrella of the subject. They will then learn basic skills that underpin the topics we study including map skills, describing locations, using resources effectively and being able to apply effective literacy skills to	• Environmental Concerns- This unit will develop students' understanding of the links between human and physical geography. It will build on students' knowledge of pollution (all types), habitat destruction and species loss. It will also cover strategies to reduce the impact of people on the planet and the stakeholders involved in trying to achieve this. This will be achieved through case studies and examples at a range of scales from local to international. Perhaps most importantly it will encourage students to think about their own lives and what they can do to reduce their environmental	• Japan- A country study of Japan, looking at the human and physical aspects of the country, relationships with the rest of the world and why Japan hosted the Olympics. This unit of work will focus on the human and physical geography of Japan. It is a wide-ranging topic that covers cultural, social, economic and environmental geography. The topic focuses on one of the world's most developed countries with key similarities and differences to the UK. This allows students the chance to reflect on their own lives and country as well as exploring	• Coastal Environments- focussing on the key processes of coasts, the human and physical features of them in terms of uses and landforms, the threats to coastlines and the management of them- including an example of Morecambe. This unit is designed to give students an understanding of the physical processes that affect our coastlines in the UK including the basic physical processes involved in erosion, transport and deposition of material in coastal environments. They will also learn how these processes and humans interact, with some focus on opportunities and challenges presented in coastal locations

	explain their ideas. These are core skills that underpin every area we study across the course and as such are the starting point of a Geography student's journey. The skills they learn will also allow the teacher to assess which students need subject specific support as these are the basics and students who struggle with the basics need to be identified straight away.	footprint. Students will have studied various issues linked to environmental concerns in KS2. This unit will develop students' understanding and enhance their knowledge through case studies and examples.	another nation and its people. The topic will broaden students' understanding and appreciation of non-British cultures and embed cultural understanding.	
Substantive Knowledge (The knowledge the students will develop)	• Know and define the different types of Geography • Know some key geographical misconceptions e.g. know that Africa is a continent not a country • Know the 8 points of a compass • Know the key aspects of a good map • Know the purpose of map symbols • Recognise common OS map symbols • Know why grid references are important • Know why 6 figure grid references are more useful than 4 figure • Know the limitations of 4 figure grid references • Know why maps have scales and different scales are useful for different situations • Know the different ways to show scale on a map • Know the different ways height can be shown on a map	• To know the causes of climate change • To know the process of climate change in terms of how greenhouse gases cause global temperatures to rise • To know the effects of climate change on people and the environment as well as global and local • To know reasons why animals are endangered or extinct • To know examples of animals under threat and the reasons behind it e.g. habitat loss • To know the human impact on endangered species numbers increasing • To know what palm oil is and what it is used for • To know how palm oil causes environmental damage • To know the global and local effects of deforestation for palm oil • To know strategies of how to be more sustainable in their own life • To know the negative impacts of plastic	• To know that Japan is a country on the continent of Asia. To know its location within Asia including neighbouring countries. • To know that Japan's climate changes dramatically from north to south. To know that Japan is a mountainous country. To know how to read and complete a climate graph. • To know the physical and human attractions in Japan. To know that tourism in Japan is increasing and is increasingly important. • To know that life expectancy in Japan is the highest in the world. To know that food, lifestyle, medical care and transport all contribute to Japan's high life expectancy. • To know that Tokyo is the largest city in the world. • To know that there are challenges linked with large urban areas: congestion, lack of space and supplying resources.	• To know how long the British coastline is compared to other locations/scales. • To know that waves erode, transport and deposit. • To know the four types of erosion. • To know the four types of transportation. To know what longshore drift is and how it works. • To know why waves deposit material. • To know that coasts are made up of rocks of differing resistances. • To know that less resistant rock will erode faster to leave headlands and bays. • To know that erosion will continue to act on headlands. • To know that faults/cracks, caves, arches, stacks and stumps will be created. • To know how to complete four and six figure grid references. • To know how to identify human and physical features on an OS map of a coastal area. • To know that some parts of the UK coastline are eroding rapidly. • To know the impacts of this on people and the environment. • To know what hard and soft engineering are.

	• Know what relief is in Geography • Know what a cross-section diagram is and how they can be used • To know how to interpret a cross-section diagram • To know how to draw a cross section diagram when given some data to plot. • To know how to create original map symbols. • To know how to draw a map accurately and to scale. • To know how to recall earlier learning on map skills including grid references, scale and contour lines.	• To suggest alternatives to the use of plastic bags • To know the causes of water pollution in China • To know the effects water pollution has on people in China • To know what energy is and what it is used for • To know the ways energy is made • To know advantages and disadvantages of various energy types • To know what nuclear energy is • To know advantages and disadvantages of using nuclear energy • To know the benefits to the local area of Heysham Power Station • To know how to effectively argue a point • To know how to effectively work as a group • To know various ways energy should be made and justify reasons why • To know why the environment needs protecting (previous lessons will have some knowledge of this) • To know at least one organisation that protects the environment and how they do it • To know what effective presentation skills are • To know how to conduct a geographical enquiry • To know how to collect data and present it effectively • To know how to evaluate and draw conclusions from findings	• To know that the population of some rural areas is falling. To know why some people chose to leave and move to urban areas. • To know that Japan has a low birth rate. To know that the Japanese population is falling significantly. • To know what the challenges are linked to this: having enough workers to grow the economy, look after the elderly etc. • To know some potential solutions to this problem. • To know the similarities and differences between a typical Japanese meal and a British meal. To know eight different Japanese foods/meals. • To know a brief history of whaling and why people kill whales. To know the positive and negatives of killing whales. • To know when the Japanese earthquake and tsunami happened. To know the impacts on people and the environment. • To know why Nissan set up a factory in the UK including its specific location. To know how the factory is good for the UK and Nissan. • To know how the Olympics might benefit Japan. To know how previous Olympics haven't provided as many benefits to host countries as expected.	• To know the positives and negatives of different methods of coastal protection. • To know how decision makers decide which area of a coastline to protect and which to not protect. • To know how to balance social, economic and environmental issues and come to a clear decision. • To know what climate change is. • To know how climate change is likely to have an effect on coastal areas. • To know how coastal areas provide economic, social and environmental opportunities. • To know specific job roles that are linked to coastal areas. • To know how UK coastal resorts used to be more popular than they used to be. To know how decline has affected resorts. To know how regeneration projects aim to improve areas in decline.

Disciplinary Knowledge (The skills and approaches that students will develop)	• Label and annotate images effectively • Question the fact that Africa is associated with negative connotations • Field sketch effectively as a data collection technique • Annotate human and physical features of a landscape • Be able to describe location effectively using compass points • Describe location on a map using 4 and 6 figure grid references • Be able to read a maps scale and use it to measure real life distances • Describe relief of a landscape using knowledge of height • Draw a cross section diagram using a contour pattern • Know how to design an effective map symbol • Draw a 'handy' map using skills learnt throughout the topic	• Defining key terms • Using visual stimulus to formulate ideas • Using sources to explain a problem • Justification of opinions • Sequencing of events to cause climate change • Developing points made • Linking cause and effect • Describing the trend on line graphs • Linking the trends on two graphs • Categorising information • Justifying decisions • Place knowledge – identifying animals at risk linked to specific locations. • Interpreting data/information from graphs • Skimming and scanning text for key information • Linking together cause and effect • Gathering relevant information from various sources, including video sources • Describing distribution • Explaining and developing points • Decision making and justification of decisions • Categorising into social, economic and environmental • Literacy – reading and interpreting clues and information. Making links (inferring) about the cause of environmental problems. • Developing points using information provided and linking it together	• Students use a range of maps to describe Japan's location in the world and then the major settlements of Japan using a map of the country. • Students graph a range of data on the climate of different areas in Japan. Then map this data linked to specific areas. • Paired/team work where students are given information on different areas in Japan and teach each other the main attractions. • Literacy skills in interpreting the information. • Mystery lesson. Students use their literacy skills to interpret a range of sources on a case study of a Japanese person who has lived to over 100 years of age. • Students use image interpretation, data interpretation and literacy skills to assess a range of sources showing what life is like in cities. • Graph interpretation. Starter showing birth and death rates. Students to predict the consequences for the country. • Factual recall of students' own understanding of Japanese foods. • Students link together previous learning of topography and climate with food culture e.g. linking dishes made in Hokkaido with cold weather and those made	• Identifying processes on images • Sequencing • Drawing annotated diagrams Sequencing • Annotating and Sketching • Image interpretation • Describing features • Four and six figure grid references • Using aerial images and maps together • Contour lines Scale and Direction and other map skills • Categorising effects • Describing locations • Use of aerial images/maps Extended writing • Assessing severity • Evaluating strategies • Decision making • Identifying strengths and weaknesses • Report writing • Map skills • Article skimming • Predicting future impacts

		• Collecting key information from information stations and summarising it • Evaluation through understanding of positives and negatives • Learning how to balance an argument and look for points supporting both sides • Collaborative learning • Literacy – reading the source material given. Sifting through it and prioritising data. Developing a well-reasoned argument. • Teamwork – working together on a presentation and then delivering it. • Research skills (finding information from reliable sources, filtering through it, recording it in their own format). • Presentation skills- presenting key information in a visual and concise way • Soft skills of working outdoors in teams to collect data. • Data analysis skills – interpreting data from graphs to analyse trends and draw conclusions. • Data collection skills • Literacy skills – writing up their investigation in a coherent form including an introduction, methodology, data presentation, results/analysis, conclusion and evaluation.	further south with warm weather. • Debate and analysis skills using a range of sources and stimulus material to evaluate the positives and negatives Teamwork skills. • Case study of Nissan as a company with strong links to the UK. Making cultural links between the UK and Japan. • Analysis of Tokyo's bid literature to pull out the proposed positives and how it will have a positive impact on the country. • Using analysis skills to think critically about this information. Is it realistic? How does sport have positive effects on other parts of society?	
Assessment (The methods that teachers will use to assess the progress of all students)	• **<u>Mid unit marked Piece</u>**- Map Skills knowledge check during lesson 8 • **<u>End of unit map skills assessment</u>** This assessment will be assessing the student's ability to use basic	• **<u>Mid unit marked piece-</u>** should plastic bags be banned in the UK extended written answer • **<u>End of unit assessment on Environmental Concerns</u>** An end of unit assessment will be completed that assesses a range of	• **<u>Mid unit marked piece</u>**- a letter written to a friend still living in rural Japan, from someone who has migrated to urban Japan. This must include the push and pull factors behind the decision	• **<u>Mid unit marked piece-</u>** Decision making task based on information given to students around which coastal management technique should be implement on a specified location

	map skills such as four figure grid references and more complex skills such as scale and distance. It will use an extract from an OS map with a key on the back. All map skills taught within this unit will be assessed. Students will be given feedback to improve areas of their assessment in a future lesson.	skills and knowledge that has been taught throughout the topic. There will be a range of question length.	• **<u>End of unit assessment on Japan</u>** End of unit assessment including a range of knowledge and skills questions. There are also a range in the marks for each question.	
Reading, Writing and Vocabulary	• 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. • 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, , wind turbine, nuclear, coal. • China, water pollution, river, health, effects, industry, conflict. • WWF, Woodland Trust, Greenpeace, National Trust, RSPB, Friends of the Earth, Wildlife Trusts, Location, litter, environmental quality, bi-polar survey, assess, evaluation, data, information, human, physical.	• Japan, continent, Asia, latitude, longitude, Pacific • Tropical, seasons, latitude, relief, mountains, topography Equator • Human, physical, cities, urban, rural, festivals, temple • Diet, health, lifestyle, fish, rice, fats, quality of life, life expectancy • Challenge, space, transport, commuting, housing, food • Population decline, migration, opportunities, employment, 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	• Hydraulic Action, Solution, Weathering • Swash, Backwash, Transport • Deposition, Sediment, Longshore drift • Prevailing wind • Abrasion Attrition, Hydraulic Action • Solution, Weathering, Transport • Bay, Headland, Resistant rock • Erosion, Hydraulic Action, Solution • Cave, Arch, Stack, Stump • Headland, Grid reference • Scale, Direction, Compass point, Feature • Describe, Hazard, Retreat • Prevailing wind • Managed retreat, Gabions • Sea walls, Rock Armour • Beach Nourishment, Marsh creation • 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, Diversification

Numeracy	• Drawing cross sectional diagram, calculating height on a map, measuring distances using the scale on the map and a ruler	• Reading graphs and answering questions from the, describing trends in graphs, completing bi-polar graphs, using statistics to back up points during presentations and in written work • Completing bi-polar graph of environmental quality surveys	• Discussing the magnitude of earthquakes and comparing live earthquake data to look at the strength of them, discussing life expectancy and the reasons behind such a high number in Japan, describing migration and tourism graphs, constructing climate graphs for differing regions in Japan and making links between latitude of the locations	• Map skills including 4 and 6 figure grid references, measuring distance using scale. Analysing historical maps of a coastline to assess the level of erosion over time, discussions of cost around various coastal management techniques, looking at the economic benefits of the Eden Project and employment created in coastal environments
Personal Development	• During the scale and distance lesson, students use My Path to discuss and look at employment opportunities that map skills can build towards	• Careers video shown during Heysham power station lesson. Links to jobs and apprenticeships here to show pupils.	• During the lesson on challenges in Tokyo, we discuss the frequency of earthquakes in Japan. Discuss careers around seismology and look at the national careers service to look at details of this career and qualifications needed to become one	• During the lesson on the Holderness Coast, management of the coastline is discussed and why it is needed and important. This leads onto how coastline can be managed, which involves making decisions on the benefits and costs of each strategy. At this point a My Path video is shown that reveals careers in which using evidence to make decisions, such as in this task, are important.

SUBJECT Curriculum Map

Year 8

Carnforth High School

Rationale and Links to The National Curriculum
Students will begin the Autumn term by studying the Middle East. This is a broad and fascinating topic that covers many of the positives and negatives of the region. Students learn empathy through studying the refugee crisis from Syria, as well as look at the future of the Middle East and how there is a need for change due to the reliance on oil. Students will then go on to study the topic of crime and conflict and how geography can influence these. We discuss the locations of crimes, piracy and WW2, amongst many other topics. Students will then study a classic physical geography topic in Tectonic Hazards, where we look at earthquakes, volcanoes and tsunamis. The Earths' processes follows on from the Japan SOL in Y7 when discussing issues around regular earthquakes in Japan due to location. They will then study China, as a rising superpower and a country who has an increasing influence on the world. The topic raises many questions and addresses misconceptions students have around strict policies such as China's One Child Policy. Through these units the students will continue to utilise the skills they have been introduced to through year 7. They will be more independent in constructing their own data presentation techniques and will be trained to write and speak like a Geographer, using increased extended writing and skills such as evaluation and analysis. Decision making will be practiced and map skills learnt in Year 7, applied to the different units. Students will expand the knowledge they have gained in year 7 to be able to develop their understanding further of how human and physical actions interact, leading to consequences. Links to the national curriculum include the study of the Middle East, various African countries are studied during the Crime and Conflict topic, GIS is used during the Tectonic Hazards SOL and a country study of China. **Fieldwork is completed as a microclimate's investigation around the school grounds to compare wind speed and temperature in a range of locations.**

	Half Term 1 into 2 (12 lessons on The Middle East)	Half Term 2 and 3 (12 lessons on The Geography of Crime and Conflict)	Half Term 4 into 5 (16 lessons on Tectonic Hazards)	Half Term 5 and 6 (11 lessons on China)	Half term 6 (4 lessons on Microclimates Fieldwork)
Key Topics	• The Middle East- This unit covers the human and physical features of the Middle East, reasons why there is conflict in the Middle East and how the refugee crisis from Syria connects the UK to the region. We also look at the dependency on oil and whether that makes the Middle East sustainable,	• Geography of Crime and Conflict- This unit covers the causes and variations of crime. Students study the reasons behind high or low crime rates, locations of high and low crime across the UK and locally. We then look at examples of global crimes and issues around conflict, including examples from Africa such as Piracy in Somalia, Coltan	• Tectonic Hazards- This unit covers the Earth and the major tectonic processes. It looks at changes over time as well as predictions for the future in terms of locations of future major hazards. There are case studies of contrasting areas of wealth in terms of earthquakes, plus two examples of volcanic eruptions. GIS is practiced again to compare earthquake prone areas with large urban areas and the	• China- Country study allowing a comparison between a different nation in Asia from Y7 Japan unit. Study of the human and physical features, as well as looking at how and why the Chinese economy has grown over time. Misconceptions around the One Child Policy and	• This unit will introduce the idea of microclimates and then use that knowledge to study microclimates in different areas of school. The introduction will allow them to

	before looking at how urban areas can be more sustainable	mining in Congo and water security in Egypt and the Middle East	causes of tsunami's are covered, following on from looking at the Japan tsunami in Y7.	manufacturing and industry are addressed while short- and long-term impacts of government policy are studied. We also look at the social and environmental issues in China, linking with the water pollution lesson from Y7.	identify how different areas have different microclimates depending on whether it is a closed, sheltered or open environment, in full sun or shade. They will then learn basic skills to undertake fieldwork within the school grounds and complete a fields studies report. These are core skills that underpin geographical study and as such are integral to the student's journey through Geography.
Substantive Knowledge (The knowledge the students will develop)	• To know the location of the Middle East and example countries • To know the importance of the Middle East and why it should be studied • To know key facts about the Middle East e.g. culture, climate, • To know the climate of the Middle East • To know how to interpret a climate graph	• To know what crime is • To know a range of examples of different crime e.g. burglary, arson, terrorism etc • To justify the seriousness of different crimes • To know the types of crime most likely in certain locations • To know the reasons why there is more crime in urban areas • To know possible reasons why crime is high in some urban areas and low in others e.g.	• To know the four major layers of the Earth • To know the names of the major plates and that they have moved over time • To know how convection currents move the plates • To know the different types of plate boundary • To know what happens at each plate boundary • To know how plate boundaries cause tectonic hazards	• To know the location of China in detail • To know the context of China • To know why so many products are made in China To know what life is like in the factories in China • To know why so many young, Chinese people leave home to work in factories	• To know what the term microclimate means. • To know the difference between microclimates and climate. • To understand what affects microclimates • To know how school grounds

	• To know how to compare locations based on climate graphs • To know the major deserts of the world and the fact many of them are in the Middle East • To know the reasons for a low population density in hot deserts • To know examples of how animals and vegetation have adapted to live in hot deserts • To know what a migrant and a refugee are • To know the reasons there are so many refugees in Europe e.g. the conflict in Syria • To know the causes of the conflict in Syria • To know the importance of oil • To know what oil is used for • To know advantages and disadvantages of using oil • To know what an oil slick is and the causes of them • To know the social, economic and environmental impacts of oil slicks • To know where Dubai is- common misconception • To know reasons people visit Dubai e.g. climate, architecture, activities • To know the changes Dubai has gone through e.g desert to major city	poverty, unemployment, transport links etc • To know when and why the London Riots occurred • To know example causes and effects of the London riots • To know different stakeholder views on the London riots e.g. policeman, local resident, rioter • To know what criminal behaviour is and some examples and misconceptions e.g. driving in a bus lane • To know what a victim is and reasons people commit crimes e.g. addiction • To know patterns in crimes in the UK and be able to justify why some crimes matter more than others e.g. murder v shoplifting • To know what a living graph is and be able to plot one • To know when crimes are most likely to happen during a 24-hour period • To know reasons for this pattern e.g. spike at 11pm as pubs close • To know what a dot map is and be able to plot one • To know crime hot spots in our local area • To know some examples for reasons in the patterns of crimes e.g. main roads make bicycle theft higher as easy escape route • To know stakeholders involved in the heroine trail	• To embed the knowledge from previous lesson • To know in detail what happens at specific plate boundaries and why • To know the theory of Continental Drift • To know the key characteristics of the two major types of volcano • To know the hazards that volcanoes create • To know the structure of a composite volcano • To know the causes of the Iceland Volcanic eruption 2010 • To know the major effects of the eruption • To know why the effects were mostly economic • To know what long- and short-term responses are • To know examples of each for the Iceland eruption • To know how to write an extended piece of writing and include the relevant information • To know the reasons why millions of people live near volcanoes • To know the social and economic benefits of volcanic regions • To know how to effectively work as a group • To know how to make decisions under time constraints • To know the most effective responses to a volcanic eruption • To know what a supervolcano is • To know where Yellowstone supervolcano is located • To know the possible consequences of a Yellowstone eruption	• To know what the baby milk scandal was • To know why it had global effects • To know why China was blamed for the issues created • To know what a choropleth map is • To know how to draw a choropleth map • To know how to describe patterns from a choropleth map • To know what the One Child Policy was • To know why the One Child Policy was introduced • To know successes and failures of the One Child Policy • To know the impacts of the One Child Policy in more detail • To know the social impacts of the One Child Policy both short and long term • To know the viewpoints of the One Child Policy of various stakeholders • To know what the left behind generation are • To know the impact on the lives of the left behind generation • To know what is being done to support the left behind generation • To know the extent of rural to urban migration	might be affected by microclimates. • To know key words linked to the topic • To know how to structure fieldwork investigations • To be able to set an aim and hypothesis • Create and follow a method for carrying out fieldwork • To have collected specific data from 4 sites. • To know the reason each site has been chosen • To know how to create an average for temperature and wind speed and have calculated it for each site. • To compare results with the original hypothesis • To draw conclusions from the fieldwork data and presentation for information and future work

	• To know the definition of sustainable • To know reasons Dubai could be considered unsustainable e.g. use of fossil fuels, high water consumption • To know ways Dubai could be more sustainable in the future • To know the benefit to host countries of hosting major events • To know arguments for (employment, reusing resources) and against (climate, human rights) Qatar hosting the world cup • To make their own decision based on the facts • To know the causes of water insecurity • To know the social, economic and environmental impacts of water insecurity • To know ways cities could be more sustainable • To apply this knowledge to Dubai to suggest how it could be more sustainable	• To know possible consequences of the heroine trail • To know there is blame attached to multiple stages of the trail • To know what piracy is • To know why piracy is a huge issue in Somalia e.g. disputes over fishing • To know how ships can protect themselves against pirates • To know what WW1 has to do with geography e.g. border changing due to the Treaty of Versailles • To know that borders change without consultation with residents at times • To know use knowledge of the Treaty to explain how it affected German people e.g. Anna in this lesson • To know how consumerism e.g. mobile phones impacts others around the world • To know where coltan is mined and what it is used for • To know multiple issues created from the mining of coltan in the DRC • To know what water conflict is and why it may be a greater issue in the future • To know why countries, want to build dams e.g. HEP, increase water supply • To know the impacts on other countries of building dams and how this causes conflict	• To know what the Richter scale is and how it measures earthquakes • To know what the Mercalli scale is and how it measures earthquakes • To know some strengths and weaknesses of each scale • To know the causes, effects and responses to the Haiti Earthquake • To know why the effects of the LIC earthquake were so extreme • To know the location of Haiti • To know the causes, effects and responses to the Christchurch Earthquake • To know why the effects of the HIC earthquake were less extreme • To know the location of New Zealand • To know what GIS is and what it can be used for • To know how to add layers of data to a GIS map • To know how to make links between data e.g. plate boundaries and recent earthquakes • To know what the 3P's are • To know how countries can use the 3P's to reduce the effects of earthquakes • To know why some strategies are more effective than others • To know what a tsunami is • To know the causes of tsunamis and where they are most likely to occur	in China and the reasons for the migration • To know push and pull factors driving this migration • To justify reasons for mainly young people to move to urban areas in China • To know the different types of pollution that China has an issue with • To know the reasons why China has a pollution problem • To know some examples of strategies China could use to reduce the pollution problem • To know why the 3 gorges dam was built in China and the reasons behind the location • To know the advantages and disadvantages of the dam • To know what China's belt and road initiative is • To know the reasons China is investing in Africa • To know who gains the most from China's investment in Africa	
Disciplinary Knowledge	• Team work and verbal communication skills.	• Define the different types of crime	• Labelling plates on world map	• Describing location using maps Describe	• Defining key terms

(The skills and approaches that students will develop)	• Describing locations • Spatial geography using maps and an atlas to plot countries • Annotating pictures with human impact on the environment. • Data and statistics skills – using climate graphs. • Comparing locations through reading of climate graphs • Extended writing using 'this means….therefore….' • Identifying adaptations using images • Comprehension questions • Annotating photographs • Literacy skills using the carousel to read and interpret the information on conflict. • Extended writing • Analysing photographs and making links • Extracting information from multiple sources e.g. graphs, cartoons, charts • Reading information and summarising it in key points. • Analysis skills of the impact of environmental disasters. • Ranking of the different impacts on people and places. • Categorising effects • Comprehension • Image interpretation • Describing location	• Categorising crime and justifying the seriousness of each • Interpreting a bar graph. • Analysis of photographs to suggest what type of crimes may take place • Using maps to describe patterns and trends. • Using a compass to describe locations. • Suggest possible crimes most likely to occur in our local area • Categorising cause and effect from video clip • Points of views of different stakeholders in a riot • Highlighting key features of a text • Justifying points of view • Pupils justifying decisions based on opinions • Complex bar graphs completed using crime statistics • Working in pairs to decide why all crimes might not be reported • Placing crimes into a hierarchy. • Description of when crimes occur graph. • Suggesting reasons for criminals chosen times • Reading a line graph. • Justifying choices. • Plotting and interpreting a dot map • Using ICT and police website for GIS • Literacy skills interpreting local news articles	• Explaining plate movement in sequence • Writing in sequence • Using diagrams to extract information and write in more detail • Complete an extended writing task on a chosen plate boundary • Pupils must write in sequence, annotate a diagram and use processes to explain outcomes of a plate boundary • Justifying decisions on which is the most dangerous • Labelling diagrams • Collaborative learning to recap key knowledge from last lesson • Identify the cause of the eruption- link to plate boundary • Categorise effects into social, economic, environmental • Assess the effects • Classify responses into short/ long term • Identify which are most critical and give reasons (justify) • Extended writing using success criteria • Understand why millions of people live near volcanoes • Explain a range of reasons • Justify the main reason • Students work in groups to make decisions about actions that need to be taken in changing circumstances during an eruption • Understand the risks associated with an eruption • Compare to a regular volcano • Explain the global consequences of an eruption	a bar graph comparing 2 data sets Asking geographical questions based on images of China • Categorising information into positives and negatives Extended writing justifying the positives and negatives • Image interpretation • Linking information together to build sequence • Using information provided to write an extended answer to a question • Producing a choropleth map Describing patterns on the map Explaining reasons for the patterns on the map Interpreting population pyramids • Evaluation of the policy using a balanced outlook • Describing patterns on a graph Answering questions from a media source How to answer 'to what extent' questions • Using both sides of an argument to decide if the One	• Interpreting images to make links to new knowledge • Interpreting school map to link areas in school with different microclimates. • Defining key terms. • Map orientation and site labelling • Collect windspeed temperature, shelter and shade data • Complete graphs for windspeed and temperature • Be able to draw conclusion from graphs

	• Summarising reasons into categories • Creative writing or drawing to represent key ideas • Analysis skills. • Categorising statements • Introducing the model of sustainability and its impact on people. • Drawing conclusions from findings • Developing balanced arguments using positives and negatives. • Oracy skills in explaining and justifying arguments. • Decision making and development of points • Multiplier effect • Developing points • Defining key words • Placing real life situations onto a time graph • Creativity lesson. Using the information learned so far on what does not make a sustainable city to create a sustainable city. • Annotating • Designing the layout of a new city • Justification skills	• Plotting crimes in local area onto a map • Comprehension questions • Justifying decisions using facts from the scenario • Making links between cause and effect • Explaining links between pictures • Asking enquiry questions • Extracting key information from text. • Evaluating if piracy is wrong looking at both points of view • Studying map of borders and identifying changes through time. • Mystery to solve the story about Anna • Develop understanding through clues • Suggesting links between photographs • Describing locations • Linking consumerism to impacts elsewhere in the world • Decision making task based on stakeholders' views • Mapping locations • Use information sheets to make decisions for different groups • Debating skills • Categorising into positive and negative. • Justifying a decision.	• Describe location • Pupils learn the causes of earthquakes and the anatomy of an earthquake e.g. epicentre and focus etc • Evaluating the ways of measuring earthquakes • Categorising causes, effects, responses • Describing location • Knowledge recall for key facts • Causes, effects, responses • New Zealand case study • Using GIS software • Making links and connections • Learn how earthquakes can be mitigated against • Assess effectiveness of different strategies • Link to HIC and LIC • Sequencing • Map skills • Linking prior learning on plate boundaries	Child Policy was a success • Considering stakeholder views and justifying those views • Answering specific questions based on documentary • Choice of extended writing piece to summarise knowledge learnt • Numeracy skills interpreting bar charts Sorting push pull factors, diamond 9 with justification Comprehension to answer questions • Photo interpretation Article skimming and comprehension questions • Image interpretation Identifying specific information from a video source Cost benefit analysis and understanding both sides of an argument Exam question practice • Plotting data on a map-spatial awareness and atlas skills Image and graph interpretation Categorising information	

Assessment (The methods that teachers will use to assess the progress of all students)	• **Mid unit Marked Piece** Postcard written to a friend still in Syria from a refugee who has left to travel to Europe. This piece must include a range of push and pull factors. Feedback should be given to encourage students to explain why the push/pull factors make people leave Syria. • **End of unit Assessment** The assessment assesses a range of knowledge and skills that have been taught within the topic. For longer marked questions, students should be developing points to explain them in more detail to access the highest marks. Feedback is given to all students who then make improvements to the questions they could improve the most during a future lesson.	• **Mid unit Marked Piece:** The comparison between high and low rate of crime in the UK using the choropleth map and map of UK cities. Students should use knowledge from the lesson, plus the figures and describe and explain the patterns shown • **End of unit Assessment** This will have a range of questions from throughout the topic. They will vary in length and difficulty and will assess a range of key skills and knowledge from the topic.	• **Mid unit Marked Piece** During the second lesson on the Icelandic eruption of 2010, students will write a newspaper article of the eruption. This will include locational information, as well as causes, effects and responses. This should not just be a list of facts but should encourage the skill of writing an article on an event. • **End of year Assessment** Mainly a Hazards Assessment but with a few questions from previous topics This assessment will be assessing the student's ability to answer a variety of questions of different lengths. They will need to use figures and stimulus to help answers some of the questions. Some of the questions will also come from previous topics, to encourage students to recall knowledge from earlier in the year, a crucial skill as they move into GCSE.	• **Assessment – Mid unit Assessment:** Students will complete an extended piece of writing on the One Child Policy. This will look at the policy in detail and discuss the successes and failures of the policy. Students will have to come to a decision about whether the policy did succeed or not and justify that decision.	• This will be in the form of a whole class feedback document that students' self-assess their work against and make improvements in anything that is required
Reading, Writing and Vocabulary	• Middle East, Africa, Asia, country continent • Weather, climate, temperature, heat, precipitation, climate graph • Adaptation, desert, sand, temperature, seasons, precipitation, population density, challenges • Conflict, war, democracy, migration, freedom, impact, refugee, asylum seeker. • Economy, jobs, renewable, non-renewable, oil • Environment, social, economic, habitat, loss, disaster	• Crime, Conflict, violence, perpetrator, victim. • Assault, burglary, vandalism, graffiti, location, urban, rural. • Rioter, politician, stakeholder, cause, consequence. • Hierarchy, crime, opinion, justify • Crime, speeding, assault, terrorism. • Describe, explain, justify, Geographic information systems, distribution • Victim, responsible, terrorist, mule, • Piracy, enquiry, oil bunkering, victim	• Convection currents, mantle, core, plates, crust • Oceanic, continental, subduct, dense, Alfred Wegener, convection currents • Shield, composite, lava, pyroclastic flow, hazard • Ash cloud, economic, social, environmental, primary, secondary, assess • Response, aid, evacuation • Benefit, fertile, minerals, • Exclusion zone, evacuate, impact, effect, pyroclastic flow • Caldera, supervolcano, magma chamber, pyroclastic flow • Richter scale, seismic waves, epicentre, focus, Mercalli scale	• Perceptions, Population, economic, natural, social • Multiplier effect, manufacturing, development, government • Social, economic, smuggling, causes, effects, responses • Densely, sparsely, choropleth map, • Evaluation, population, increasing, failure, success • Employment, education, migrants, pensions	• Geography, microclimate • Physical features, manmade, aspect, • Hypothesis, aim, method, windspeed • Data, presentation, anemometer • Conclusion, evaluation

	• Dubai, UAE, attractions, transport, tourism, social, economic, environmental, climate, attractions • Sustainable, social, economic environmental, future, sustainability stool • Sport, football, bid, workers' rights, climate, working conditions, cultural beliefs • Dependency, sustainability, change, impact, climate, overconsumption, water insecurity • Design, urban, transport, sustainability, environment, challenge, change	• Border, conflict, refugee, migration, treaty of Versailles. • Coltan, mining, Gorillas, finance, • Conflict, dam, stakeholder, border, territory.	• Pancake effect, poverty, development, primary and secondary • Aid, sanitation, response • GIS • Earthquake proof buildings, mitigation, emergency services, evacuation, early warning • Tsunami, displace,	• Rural, urban, migration, push, pull, urbanisation, urban sprawl • Pollution, visual, solutions • Problems, dam, water management, large scale, social, economic, environmental • Investment, belt and road, infrastructure,	
Numeracy	• Constructing climate graphs, calculating the sustainability of Dubai totalling up the positives and negative and working out the ranges, using latitude to describe location, reading a variety of graphs that explain the importance of oil to the Middle East, statistics around the positives and negatives of Qatar hosting the World Cup- using these to support points	• Using a choropleth map of UK crimes to compare high and low rates of crime per 1,000 people. Completing a map of crime in the local area using live data from police.co.uk, describing and explaining a line graph of variations in crime throughout the day	• During decision making task on Montserrat, discussions are had around the radius of the exclusion zone and students listen to clues before marking the map with where they think it should go and the size of it. During measurement of earthquakes lesson there are two numerical scales we study, the Richter scale and the Mercalli scale. One is logarithmic and this is explained to students before they practice it, while the other is Roman numerals.	• Describing various graphs to analyse if the One Child Policy was a success, including the birth rate in China bar chart. Completing a Cost and Benefit analysis of the 3 Gorges Dam, including drawing a bi-polar graph to show the positives and negative	• A bar graph of results is drawn and the differences between the numerical data at each site is compared • A mean is calculated for the wind speed and temperature at each site and anomalies are discussed and explained
Personal Development	• During the lesson on the conflict in Syria we discuss refugees and the crisis in Syria. This leads on to discussion about aid work and helping others.	• During the lesson on the London riots in 2011, clashes with the police are shown and a lack of policing is given as a key cause of the conflict. Discussions are then had on	• During this topic, we discuss tectonic activity and how it causes earthquakes and volcanoes. This leads to a discussion on volcanologists and what one is.	• During the 'made in China' lesson it is discussed how decisions made by the government at the time had a huge impact on China's	• Students work in groups to collect data at various sites which encourages teamwork as

	Students are shown the gov.co.uk website to look at how to qualify as an aid worker and more details about the job. • Students are then shown the UNICEF website and a video that explain what aid work involves and an example they have been part of.	the importance of the police and how studying geography can lead to a career in the police due to the key skills learnt.	• Students then watch the National Geographic short film called 'life on the rim'. We then look at how students can become a volcanologist. Students are then shown a course on offer at Lancaster university to qualify as a volcanologist.	economy and has shaped the future for China as a superpower and major world economy. • This leads on to discussions about careers in government and using the gov.co.uk website to look at potential careers in government, especially ones that studying geography can help with	roles need to be divided. The theory behind the results can also be applied to real life situations e.g. where would be the best place for a greenhouse on the school site, these skills are transferable to many employment opportunities

SUBJECT Curriculum Map

Year 9

Carnforth High School

Rationale and Links to The National Curriculum
In year 9 students will be working on the topic of weather hazards. This is a broad topic covering many different weather hazards and discussing the links to climate change and trying to predict how they may change in the future. Y9 will then study development and urbanisation, where we will look at differing levels of development around the world and how that impacts people's lives. We will also look at some of the issues associated with major cities of the developing world. **Within this topic there is fieldwork looking at the impact of regeneration in Manchester since the Commonwealth games and the Manchester City owner's investment.** They will then study Ecosystems. This includes ecosystems on different scales and links well with the science curriculum when discussing food chains and food webs. The Ecosystems topic covers a study of a tropical rainforest, and we also teach cold environments as hot deserts are covered in Y8 during the Middle East topic. The students will then move on to complete a country study of Russia, a constantly adapting series of lessons due to the nature of the conflict with Ukraine and other political issues surrounding Russia. At this stage students will have mastered many of the skills required for their GCSE including image interpretation, asking succinct Geographical questions and writing fluently with the ability to analyse, evaluate and justify. Students should naturally consider other stakeholder views as well as their own point of view as an outstanding Geographer. Students will be able to develop a wider knowledge and understanding of the global issues, including political, economic, environmental and social issues through the topics in Year 9. Prior learning will help students to understand the topics covered, for example the crime and conflict topic and the urbanisation lessons links in terms of urban studies, while the Middle East and ecosystems have some cross over in terms of animal adaptation and human impacts on the environment. The units in year 9 will allow students to understand the geography behind current issues and enable them to not just accept what they see in the media, but to think more deeply about the factors behind the issues, enabling them to successfully come to their own conclusions. Links to the National Curriculum include the study of cold environments during the Ecosystems topic, hydrology is covered during the weather hazards topic when we look at the causes and management of flooding. Within this topic a region of Africa is also studied when looking at the causes, effects and management of drought in the Horn of Africa, as well as looking at managing desertification in sub–Saharan Africa through the Great Green Wall project. The context and key human and physical features of Russia are studied, while there is also a GIS lesson during Ecosystems which studies the link between biomes and population density. During development and urbanisation there is a series of lesson on India, comparing life in rural and urban and why migration is so common, as well as life in Mumbai including Dharavi slum. International development is studied and reasons for the development gap are discussed, with the distribution of resources and unfair trade being key physical and economic causes. Glaciation is taught in the summer term which includes the key processes of erosion, transportation, weathering and deposition. Map skills are refreshed and extended during many topics, including using longitude and latitude to justify climate differences around the world during the Ecosystems unit.

	Half Term 1 **(13 lessons on Weather Hazards)**	**Half Term 2 and into 3** **(14 lessons on Development and Urbanisation- Plus 3 lessons around Manchester regeneration Fieldwork)**	**Half Term 3 into 4** **(12 lessons on Ecosystems)**	**Half Term 4 into 5** **(12 lessons on Russia)**	**Half Term 6** **(12 lessons on Glaciers and Tourism)**
Key Topics	• Weather Hazards- Pupils need to understand the differences between tectonic and weather hazards. The hazards studied will be mainly global but with some UK,	• Development and Urbanisation- Study development including differing levels or development and the causes of this, as well as strategies to reduce the development gap. This then	• Ecosystems- including Tropical Rainforests and Cold Environments. This unit also includes the functioning and importance of ecosystems both locally and globally. To teach students about various	• Country study of Russia, to include, the human and physical Geography of Russia. This includes the social and political issues as well as looking at the possible impacts	• The processes and formation of glaciers, as well as the formation of key landforms. This unit then looks at an example of a

	with a particular focus on tropical storms. For a range of hazards students need to understand the causes, effects and responses and be able to compare them to each other. They will also make links between development and effects and these events.	leads onto studies of cities in LIC and current urbanisation trends, before also looking at globalisation and the issues around sweatshops as countries try to develop	ecosystems around the world and how interlinked they are. Students will also learn how humans can impact on global ecosystems and the need for them to be protected. Skills will be developed throughout including numeracy and exam technique, while the different climate zones around the world will also be studied to explain why different ecosystems are found at different latitudes.	of nuclear energy through the study of Chernobyl.	Glaciated landscape in our local area, the Lake District, and the impacts of tourism. Global tourism is then also studied
Substantive Knowledge (The knowledge the students will develop)	• To know what a weather hazard is and different examples • To know which weather hazards are most likely to affect the UK • To know how climate change may affect weather hazards • To know the distribution of tropical storms • To know the key 'ingredients' needed to form a tropical storm • To know the structure of a tropical storm • To know the effects of a tropical storm in a HIC • To know the responses to the tropical storm • To know the events in a chronological order to Hurricane Katrina • To know how people can monitor and predict tropical storms	• To know what development is. • To know the difference between standard of living and quality of life. • To know what HICs and LICs are • To know which continents are associated with HICs and LICs • To know what a development indicator is and be able to give social and economic examples • To know why an index is more reliable than a single indicator • To know social, economic, environmental and historical reasons why some places are more developed than others • To know which has the biggest impact on development • To know what urbanisation is • To know the push and pull factors that people consider when deciding whether to move to an urban area • To know what a choropleth is and how to create one	• To know what an ecosystem is. • To know that ecosystems range in scale. • To know the characteristics of two major biomes/ecosystems. • To know that an ecosystem is made up of biotic and abiotic components. • To know that biotic and abiotic components interact with each other. • To know what food webs are. • To know the major factors that affect climate. • To know how latitude is linked with temperature. • To know what GIS is • To know how to add layers to GIS • To know how to draw comparisons between data sets using GIS e.g. cities and ecosystems • To know that tropical rainforests are found in a	• To know Russia is located in 2 continents • To know what human and physical features exist in Russia • To know the context of Russia in terms of time zones and regions • To know Russia has many different biomes • To know the key characteristics of the major biomes in terms of climate and flora and fauna • To know what Russia climate is like in each of the biomes • To know why the climate in Russia creates challenges for people • To be able to create and read a climate graph • To know the population distribution of Russia	• To know what a glacier is and how they form • To know the location of glaciers today and during the last ice age in Britain • To know the key processes of erosion and weathering in glaciated landscapes • To know what a corrie is • To know how a corrie forms • To know how to write in sequence to explain the formation of a corrie • To know what a moraine is • To know how a moraine and drumlins form • To know how to write in sequence to explain

	• To know how protection and preparation can be used to reduce the effects of tropical storms • To know advantages and disadvantages of monitoring and prediction • To know the human and natural causes of wildfires • To know how to construct a pie chart and a bar chart • To know how to describe the trend in pie charts and bar graphs • To know the location of a major wildfire • To know the effects and responses to a wildfire case study • To know how climate change may affect wildfires in the future • To know the human and physical causes of drought • To know the distribution of drought around the world • To know what a drought is, not just a lack of rainfall • To know the causes of the drought • To know the effects the drought had on the region • To know the responses to the drought • To know what desertification is and how it links to drought • To know a range of strategies to manage desertification • To know why flooding occurs	• To know what bar charts and pie charts are and how to create them • To know that development across Asia varies • To know what a choropleth is and how to create one • To know what bar charts and pie charts are and how to create them • To know that development across Asia varies • To know that India's physical geography is very diverse • To know India's location in the world • To know why a tourist might visit India • To know where Mumbai is and what a slum/shanty town is • To know the social, economic and environmental challenges of living in Dharavi • To know the social, economic and environmental challenges of living in Dharavi • To know how the lives of people living in Dharavi could be improved • To know the social, economic and environmental challenges of living in Dharavi • To know how the lives of people living in Dharavi could be improved • To know what globalisation is • To know the causes of globalisation and why it has accelerated in recent decades • To know an example of a product made around the world and the reasons for this	narrow band either side of the equator. • To know the characteristics of the tropical rainforest's climate (temperature and precipitation). • To know what the different layers of the rainforest are. • To know specific plants that live in the rainforest. • To know specific animal species that live in the rainforest. • To know how plant and animal species have adapted to the tropical rainforest. • To know what deforestation is. • To know why deforestation occurs including mining, hydroelectric power, logging, palm oil production and road building. • To know that there are sustainable approaches to economic exploitation of rainforests. • To know how ecotourism, selective logging, replanting international agreements work. • To know that the polar biome is found at the North and South Pole. • To know the characteristics of the polar biome's climate (temperature and precipitation). • To know how the earth's axial tilt influences climate. • To know specific animal and plant species found in polar biomes.	• To know the reasons for the population distribution in Russia • To know key differences between rural and urban Russia • To be able to read and construct a population pyramid • To know why Russia is controversial through actions such as doping, invading Ukraine and views on homosexuality • To know what censorship of information is and why it is common in Russia • To know the causes, effects and responses to Chernobyl • To know why learning about Chernobyl is relevant is a unit on Russia • To know the advantages and disadvantages of using nuclear power • To know why a river in the Norilsk region of Russia ran red • To know the characteristics of this remote region of Russia • To know the social, economic and environmental effects of water pollution • To know what a superpower is	the formation of a moraine and drumlins • To know what human and physical attractions exist in the Lake District- a relict glacial landscape • To know the economic advantages of tourism to the Lake District • To know how to develop points to add detail • To know the disadvantages of tourism in the Lake District • To know how tourism can create conflict in the Lake District • To know what a stakeholder is • To know how to justify decisions that you make • To know why some people would want to conserve the lake District, while others would want to develop it • To know how the number on international tourists has changed over time • To know why the number of international tourists has change

	• To know a range of physical causes of flooding • To know how human actions can increase the risk of flooding • To know the causes, effects and responses to Storm Desmond • To know social, economic and environmental effects • To know what hard and soft engineering are • To know examples of each • To know how they can be used to reduce the risk of flooding	• To know what a sweatshop is • To know why sweatshops, exist and continue to exist • To know the social, economic and environmental impacts of sweatshops. • To know a range of strategies that could be used to close the development gap. • To know how effective these strategies are.	• To know how animal and plant species have adapted to the polar biome. • To know how humans influence the polar biome: climate change, oil exploitation, tourism and overfishing. • To know how this threatens the national environment. • To know that Antarctica is found at the South Pole and is a continent. • To know that humans affect the environment in Antarctica.	• To know what hard and soft power are • To know what the criteria is for classing a country as a superpower or not • To look at evidence and suggest if Russia is a superpower or not • To use real life examples to decide if Russia is or is not a superpower • To compare data from Russia to data of other major superpowers • To know a range of reasons why Russia is in conflict with Europe • To know what fake news is • To know why Russia poisoned two Russia people on British soil	• To know how to describe trends in a graph • To know what the stages of the Butler Model are • To apply the Butler Model to a real example- Blackpool • To know why seaside towns such as Blackpool have seen decreasing numbers of tourists • To know what extreme tourism is and why it is increasingly popular • To know the impacts of extreme tourism on Mt Everest • To know what ecotourism is • To know why ecotourism is sustainable • To know the advantages of ecotourism
Disciplinary Knowledge (The skills and approaches that students will develop)	• Categorising hazards • Defining a natural hazard and a natural event. • Pupils can look at articles from various weather hazards to find effects etc • Finding out which affect the UK and why • Compare with tectonic hazards • Sequencing of formation	• Interpretation of photos, identification of HIC and LIC and reasons, learning key terms • Learning key terms • Describing patterns on a map • Know what the different development indicators are • Make links between images, factors and reasons for development	• Making links within ecosystems and explaining the energy transfer • Image interpretation • Reading and interpreting climate graphs. • Making predictions using diagrams • Completing food chains and webs • Explaining cause and effect	• Locating Russia in an atlas • Describing location using latitude and compass points • Creating a physical and human map of Russia • Describing locations • Identifying features of biomes • Image interpretation	• Sequencing • Describing maps • Dual Coding • Using processes • Extended writing • Annotating diagrams • Sequencing • Labelled sketching • Using processes • Linking ideas

	• Describing location. • Describing distribution and using sequence to explain formation • Use of satellite images • Map skills. • Categorising causes, effects and Reponses • Considering viewpoints • Evaluation of responses • Image interpretation • Understand ways tropical storms can be managed to reduce their impacts • What is appropriate for LIC and HIC and why • Decision making (which is the best strategy) • Causes- both human and physical • Graphical skills for bar graph/pie chart • Using satellite/aerial images • Use 'this means….therefore…..' to elaborate extended writing. • Interpreting articles and news reports • Answering questions based on video stimulus • Categorising • Describing locations • Categorising Human and physical causes of drought • Considering viewpoints • Data analysis of maps and statistics	• Look at a countries location and give reasons for development through application of knowledge • Assess greatest causes of uneven development • Categorise push and pull factors and explain why they cause urbanisation • Interpreting photographs • Draw conclusions from data about Asia- are all countries the same-why? • Choropleth Mapping • Spatial awareness through labelled map • Pie charts • Making links between data sets • Report writing using data to support answers • Identify key features of India and reasons for its development. • Annotate and label a physical map of India • Locating and describing conditions in Dharavi • Explaining reasons using push/pull why Dharavi has developed • Identify key issues with the slum • Students work together to identify key issues within the slum and discuss ways to solve them • Decide how to spend their money with justification • Report writing using PEE to explain how and why money would be used	• Make links between various factors and the climate found in locations. • Annotating explanations onto a world map to justify locations. • Using GIS • Locational knowledge due to using a world map for the GIS task • Reading a map and key • Interpreting a climate graph, comparing the climate of 2 locations. • Virtual tour of the Amazon and its key characteristics • Image interpretation (possible use of satellite images) • Understand how animals have adapted to live in the rainforest and why they need to adapt • Annotation of key facts onto images • Understand why deforestation occurs in many parts of the world. • Justification of greatest cause • Explain the global and local effects of deforestation. • Categorise into social, economic and environmental • Evaluate the positive and negatives of various ways of managing deforestation • Describe a climate graph without writing frame • Justify selections of the greatest challenges in polar regions • Image interpretation	• Making links between human activity and natural environments. • Construct a climate graph from scratch • Reading a graph with accuracy • Annotating • Reading latitude and longitude • Choropleth map reading and constructing • Describing distributions • Constructing and reading a population pyramid. • Describing trends and patterns in graphs • Reading and summarising articles • Considering other people's perspectives • Categorising effects • Extended writing • Evaluation of energy production methods. • Categorising using SEE • Considering views of stakeholders • Image interpretation • Extended writing • Writing explanations • Ranking data • Justifying decisions • Gathering key facts • Categorising • Making a decision • Justifying • Extended writing • Analysing pie charts	• Extending/developing points • Using images to support answers • Justification • Developing points • Using sources to extend points • Linking points together • Explaining points • Decision making • Using evidence in answers • Stakeholder views • Describing graphs • Justifying points • Extended writing • Persuasive Writing • Applying real life scenarios to a geographical model • Skimming and scanning newspaper article for key information • Annotating pictures • Identifying key points from a source

	• Apply case study to extended writing diary entry • Sequencing • Describing locations • Explanation skills • Sequencing the process of desertification • Image interpretation • Analysis of graphs and charts • Use of key terminology and vocabulary. • Categorising • Reading articles • Summarising • Describing • Interpreting images • Categorising • Extended writing • Explaining • Assessing importance. • Evaluation skills using positives and negatives • Summarising key points of the topic	• Students to think long term about the impact of their decisions • Students identify which products/items they have that are from other nations • Students look at the making of a pair of jeans and look for links between skilled and unskilled work and HIC and LIC • Students map the countries involved in the making of a pair of jeans to demonstrate globalisation • Students identify why the clothes they own are so cheap • Students read the case study of people who work in sweatshops and what the conditions are like • Students classify strategies as either social, economic or environmental • Students identify how strategies will improve the lives of people	• Explain various ways animals have adapted to polar regions • Design a polar region animal • Ranking and justification of threats to these regions. • Exam technique using on the one hand….. • Mapping locations on a world map • Describing locations • Reading of articles • Summarising text • Making predictions	• Stakeholder views • Reading articles • Assessing validity and bias • Consolidating information	
Assessment (The methods that teachers will use to assess the progress of all students)	• **<u>Mid Unit- Marked Piece</u>** Hurricane Katrina diary entry. The essential part of this is ensuring students do not just write a story. It must include the causes, effects and responses to the disaster. Please stress to students that although this is an old example, it is still an excellent example of a disaster in a HIC, as most we study are in LIC. • **<u>End of unit assessment</u>**	• **<u>Mid Unit- Marked Piece: Slum decision making report</u>** This report will be assessing the student's ability to make decisions based on fact and justify those decisions. They will be asked to think about the long-term impact of their decisions and rule out other options for development for the slum. • **<u>End of unit assessment</u>** This will assess a range of skills and knowledge from throughout the topic. Questions range from short	• **<u>Mid unit marked piece</u>** Students will complete a task on the importance of polar environments and the need to protect them. This will be an exam style question using the 'on the one hand, on the other hand' technique. • **<u>End of unit assessment</u>** There is no summative assessment for the SOL, but assessment should be done formatively throughout all lessons and teaches may wish to do a low stakes mini quiz with	• **<u>The mid unit marked piece</u>** The advantages and disadvantages of nuclear energy question in second nuclear energy lesson. Students must be given about 15 minutes to write an answer to if they think nuclear energy should be used and invested in or not. This should be done using the on the one hand, on the	• **<u>Mid Unit Marked piece</u>** The assessment for this topic is the decision-making activity of the Wast Water lesson. Students must use all available information to come to a decision on what should be built, justifying their decision and backing it up with facts. They must also consider the alternative

	This will assess knowledge from throughout the topic and will assess a range of skills and knowledge such as sequencing, developing points and using case study knowledge.	mark questions up to longer marked ones where students need to develop answers and use examples.	feedback if time within marking cycle allows	other hand, overall technique. • **<u>End of unit Assessment</u>** There is an end of unit assessment for this SOL. It involves a range of questions assessing a range of skills. Students should be given an individual highlighted feedback sheet and should spend time in lesson improving on specified questions.	argument in their answer but ultimately come to a definite decision. This is practice for the paper 3 issue evaluation section at GCSE.
Reading, Writing and Vocabulary	• Weather hazard, hurricane, flood, drought. • Hurricane, typhoon, cyclone, storm surge • Short term, long term, flooding, response, primary and secondary effects, low lying, coastal defences. • Mitigate, adapt, prediction, planning • Human, physical, arson, Climate change, distribution. • Wildfire, causes, effect, response, location. • Drought, famine, desertification • Migration, urban, rural • Nutrient cycle, desertification, soil degradation, drought, climate, precipitation, human activity, land use, agriculture. • Deforestation, urbanisation, permeable, impermeable, geology,	• High Income Country, Low Income Country, Urbanisation, Literacy rate, birth rate, death rate • Brandt Line, Equator, HIC, LIC • Historical, land locked, trade, natural disasters, disease, climate • Push/Pull factors, urbanisation, migration • Choropleth map, birth rate, literacy rate, death rate, GDP • Ghats, Monsoon, Physical, Ganges • Slum, Dharavi, Disease, • Education, Sanitation, Employment, Water Supply • Globalisation, connected, skilled, unskilled, flow, transport • Sweatshop, factory, worker, conditions, social • Capital, investment, tourism, industry, improve	• Food chain, energy, consumer, producer, biome, biotic, abiotic • Food web • Component • Biotic • Abiotic • Human activity • Prevailing wind, Relief, latitude, convectional rainfall, atmospheric circulation, high and low pressure. • GIS, biome, grasslands, desert, layers, cities • 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	• Continent, Capital city • Moscow, Coastline • Conflict, Population • Diverse, ecosystem, biome, climate, precipitation, latitude, vegetation, tundra, biodiversity • Temperature • Urban • Rural • Population Density • Choropleth Map • Population Pyramid • Biome • Density • Uninhabitable • Homophobia, Doping, Scandal, Sanctions • Propaganda • Renewable energy • Non-renewable energy • Radiation • Sustainable • Contamination • Water Pollution • Water Security	• 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

	• Short term, long term, flooding • Hard and soft engineering, river management, embankments, dams, floodplain zoning, afforestation		• Management, selective logging, quotas, replanting, ecotourism • Challenge, polar, latitude, frostbite • Adapt, polar, tundra, blubber • Justify, threat, overfishing, invasive species, tourism, oil spill, conflict, climate change. • Biome, ecosystem, biodiversity, conflict, territory, threats, energy exploitation.	• Superpower • Military • Cultural • Economic • Social • Hard Power • Soft Power • Nuclear weapons • Location • Conflict • Fake news • Global influence	• Crime, social issues, pollution (all types), • Challenge, opportunity, national park, protection, dispute threat • Cumbria, Keswick, Ambleside, county, mountains, fells, attractions, tourism, protection
Numeracy	• When learning the multiple case studies, students learn numerical facts about each one. They then use these numbers to justify the seriousness of impacts. The financial costs of management strategies (such as flood management) are considered when deciding on the most successful strategies	• Comparing statistics (average wage, weekly hours worked etc) for working in a factory job in the UK compared to in Bangladesh. During the decision-making task students have an annual budget and have to use that budget to make decisions on what to buy to make the most improvements to quality of life. During the skills map on Asia, students draw bar graphs, pie charts and a choropleth map using 12 countries data, they then compare these countries level of development based on these indicators.	• Using GIS to add layers to a world map including a layer on population density and comparing the results to the biome that exists in that location. Constructing a climate graph for the Amazon rainforest to show rainfall as a bar graph and temperature as a line graph for 12 months of the year.	• Multiple graphs are constructed including a population pyramid, choropleth map and a climate graph. When studying if Russia classes as a superpower, this is done using data from 6 global powers, comparing and ranking Russia against them. This even included a scaling activity based on the most important categories	• Starter task included in lesson 4 on moraine asks students to calculate the median and the range of a series of data sets around retreating glaciers. These are key skills in GCSE Geography that need to be learnt. Graphs are used to show increasing tourist numbers over time, while the idea of anomalies is taught at this point as well.
Personal Development	• During the management of tropical storms lesson, a discussion is had around the Met Office and careers available with them. The website should be shown to students with potential career options views. • The My Parth video on management and	• During this topic, development and quality of life in LIC is a key concept. This can link to work with NGOs such as UNICEF or save the Children, who work to improve development in LIC. Students are shown the Save the Children website and the global programs job section to see what is on offer. There is a	• During the work on the rainforest and deforestation, a discussion is had around conservation charities, particularly the WWF. Students are shown the video on the WWF website about 'what does WWF do?' to see projects they could be involved in if they begin a career in this	• After the last lesson on the unit, on conflict with Europe, a discussion is had around the importance of political relations. Edge Hill University website is then shown to discuss the degree course you can do on	• During the lesson on negative impacts of tourism in the Lake District, the point of national parks is discussed and the importance to allow visitors access but also conserve for future generations.

	responding to hazards should then be shown, showing a range of careers in this sector.	video which highlights what people who work for the charity do.	sector. Students then also watch the My Path video on tropical rainforests to learn what skills they learn during the topic that can be transferable to employment.	this and the possible career paths you can get from that. Students are informed that A Level Geography is one way to get onto this course.	Careers with the National Park Authority are viewed and geography is discussed as a starting point for these.

SUBJECT Curriculum Map

Carnforth High School

Year 10

Rationale and Links to The National Curriculum
Students will study the following sections of the course: The Challenge Of Resource Management (Optional Unit of Water) – this unit looks at the issues surrounding the provision of energy, water and food in the UK, and then focuses on water as a resource and the challenges faced in the 21st century in regard to water supply and demand. The Living World (Ecosystems, Tropical Rainforests and Hot Deserts) – this unit focuses on the interactions within ecosystems with a focus on two of the worlds' major biomes. Physical Landscapes in The UK (Optional Unit of Rivers) – a unit looking at the physical features of the UK with a focus specifically on the topic of rivers, including an example of the River Lune. Rivers GCSE Fieldwork – Students will attend a day of fieldwork which is followed by a comprehensive write up of their study, covering a wide range of skills. Students will study the following sections of the course: Urban Issues and Challenges – This is unit looking at the problems and management of urban areas around the world, with a focus on Liverpool and Mumbai as examples in contrasting locations of the world. We do not teach the course in a linear fashion as we feel the variation between the human and physical topics is beneficial for engagement and also the learning and embedding of a variety of skills. Skills needed for both papers can be taught in Y10, then practiced during assessments, homework and in lesson, where practicing paper 2 questions would not be possible in Y10 otherwise. It also means we are able to deliver both fieldworks by early on in Y11 as the theory has been studied in class during Y10.

	Half Term 1 (Resource Management- Water 15 lessons)	Half Term 2 into 3 (Living World- 15 lessons)	Half Term 3 into 4 (UK Physical Landscapes- Rivers 15 lessons)	Half Term 5 into 6 (Urban Issues and Challenges- 16 lessons)	Half Term 6 (Physical Fieldwork- River study 5 lessons plus data collection)
Key Topics	The purpose of this unit is to make students aware of the issues surrounding the provision of food, water and energy in the UK, the reasons for uneven distribution and what strategies could be used to make provision more sustainable. They will then go	• This unit aims to give students an overview of the different major ecosystems of the world and help them to understand the interlinked nature of the ecosystems to global climate. Students will look at how people interact with the different	• The purpose of this unit is for students to have an awareness and understanding of the physical landscapes in their local area. Students will develop an understanding of how different processes have	• The urban issues and challenges unit aims to broaden students understanding of the changes that are taking place in different urban environments in the UK and in other locations around the world. The unit will enable	• In the fieldwork unit the students will develop the skills to conduct a physical fieldwork in a physical environment. In this case we use a river study as the topic focus and use the Lake District as study the

	on to study one optional unit. At CHS we have chosen to study the provision of water as we live close to a range of management strategies and our school site is used for water quality testing so it is directly relevant to the students. The unit will enable them to understand the issue with global water supplies, and it will link to the physical landscapes unit in which we study rivers.	ecosystems and how people can create change. In this unit students are given the opportunity to study two major ecosystems in depth – Tropical Rainforests (compulsory) and Hot Deserts (option). For each ecosystem the content will give students an understanding of the physical processes that happen in that ecosystem, how the processes change and what the consequences of change may be, how people interact with the ecosystems on different scales (local, regional, global) and how this interaction can be managed to be more sustainable.	operated on different timescales to create and alter the landscape that they can see today. Students will develop an appreciation for natural processes and how these work independently of human influence. There are two sections to this unit – we study river landscapes in the UK and glacial landscapes in the UK. This enables students to study the processes and timescales that have affected the landscape immediately around the vicinity of the school grounds.	students to study contrasting areas of the world and develop an understanding of how and why cities are changing, what challenges and opportunities this change presents for people, the economy and the environment and how the challenges can be managed. The unit will help students ask questions about the areas in which they live and the wider world around them.	location, although any river that is in a reasonably unaltered state will be adequate if it is a safe location. They will learn how to formulate a study question based on the theory they have studied, develop their own data collection techniques and carry out those techniques in the field. They will then practice a range of geographical skills that apply to the fieldwork and other areas of the course through the data presentation and analysis of data to formulate their own conclusions. Through this process they will evaluate the successes and weaknesses of their study and how this can be applied to future studies.
Substantive Knowledge (The knowledge the students will develop)	• To know what a resource is and the importance of food, water and energy • To know how resource availability can affect social and economic well-being and what these terms mean • To know that resources are not evenly distributed around the world • To know how to describe the distribution	• What the difference is between producers, consumers and decomposers. • What the difference is between biotic and abiotic. • What a food chain and food web look like. • How energy transfers through a food chain/web. • What factors can impact on a food chain/web • What the nutrient cycle is	• To know the major upland areas of the UK • To know the location of major rivers of the UK • To know what the relief of the UK is • To know what a long and cross profile are • To know how the long and cross profiles change • To know why the long and cross profiles change	• To know that rapid urbanisation is happening in LICs and NEEs. • To know HICs have already urbanised. • To know what push and pull factors are. • To know how natural increase and migration affect population. • To know that there are 10 million people in a megacity.	• Know the location information about the river study location. • Know hypotheses for testing based on their prior learning on the river's unit. • Know the key vocabulary associated with the fieldwork and what they will be looking for.

	• To know how to read choropleth maps • To know what problems the UK has with food supply e.g. importing too much food and the economic and environmental impact of this • To know why the UK imports 40% of its food • To know possible solutions to these issues e.g. agribusiness and organic food • To know the UK has an issue with over consumption of water and the reasons why e.g. technology, waste, agriculture • To know where the UKs water comes from • To know why uneven distribution of water creates issues in the UK • To know how and why the UKs energy mix is changing e.g. less mining of coal, running out of fossil fuels, education on climate change • To know the reasons why energy demand has fallen despite increased UK population e.g. efficiency • To know the advantages and disadvantages of exploiting a range of energy types e.g. fracking, wind, nuclear	• How the nutrient cycle works • What the difference is between small scale and large scale ecosystems. • What the biotic and abiotic components of a small scale ecosystem are. • How factors such as deforestation, drought, pollution and climate change may impact on that small scale ecosystem. • What are the worlds major biomes • What the climate of some of the major biomes is like. • What the flora and fauna for some of the major biomes. • What the link is between atmospheric circulation and the characteristic of the biomes. • Tropical Rainforests • The technique used to plot climate data accurately as a geographer. • The methods used to read climate data. • What the flora and fauna characteristic are in the TRF and how they have adapted to survive • To know how the rates of deforestation have changed • To know the causes of deforestation in the Malaysian Rainforest • To know the social, economic and environmental impacts of deforestation, both positive and negative	• To know the four processes of erosion in a river • To know the four processes of transportation in a river • To know what deposition is and why it occurs in a river • To know how these processes work • To know the landforms formed by erosion in a river • To know how to explain their formation in sequence • To know how the processes from earlier in the topic lead to these landforms • To know the landforms formed by erosion and deposition in a river • To know how to explain their formation in sequence • To know how the processes from earlier in the topic lead to these landforms • To know the landforms formed by deposition in a river • To know how to explain their formation in sequence • To know how the processes from earlier in the topic lead to these landforms	• To know that the number will increase in the future and that Asia is likely to be the largest source • To know where Mumbai is. • To know how Mumbai is regionally, nationally and internationally important. • To know why Mumbai's population is increasing including natural increase and rural to urban migration. • To know the social opportunities in Mumbai: social: access to services – health, education; access to resources -water supply, energy • To know the economic opportunities in Mumbai: economic: how urban industrial areas can be a stimulus for economic development. • To know the challenges of urban growth in Mumbai: • managing urban growth - slums, squatter settlements • providing clean water, sanitation systems and energy • providing access to services - health and education, • reducing unemployment, crime • managing environmental issues - waste disposal, air and water pollution, traffic congestion. • To know how urban planning has improved the life of the urban poor in Mumbai.	• Know the risks and how these risks can be mitigated for this fieldwork • Know the methodology, their locational context and sampling strategies that could be used. • Know the data presentations from the data they collected and are to then analyse what the presentations show in relation to the study hypotheses or key questions. • Know how to evaluate the data presentation techniques they have presented • Know the conclusions for the study using the data they have collected. • Know the strengths and weaknesses of the study to complete an evaluation of the study considering the study as a whole and not just focusing on specific issues with techniques only.

	• To know the differences between HIC and LIC water usage • To know reasons why there are differences • To know why global water usage is increasing • To know the factors that affect water availability • To know human and physical factors and be able to categorise • To know which factors have the greatest impact on water availability • To know the effects of water insecurity e.g. on health, the economy, environment and conflict • To know a case study of conflict between China and India over water conflict e.g causes, effects • To know a range of large-scale ways to increase water supply • To know how these techniques, increase water supply • To justify which are the most successful • To know an example of a large-scale water transfer scheme • To evaluate the success of the scheme • To know how water can be used sustainably- recycle, conserve etc • To know strategies that can be used in the home	• To know the local and global reasons tropical rainforests need to be protected • To know how tropical rainforests can be managed sustainably • Hot Deserts • To know the distribution, climate and soil characteristics of hot deserts • To know the reasons biodiversity is low in hot deserts • To know how plants and animals have adapted to survive in hot deserts • To know the location and context, including population density and climate, of the Thar desert • To know the opportunities for development in the Thar desert • To know the challenges for development in the Thar desert • To know what desertification is • To know which areas are most at risk of desertification globally • To know the human and physical causes of desertification • To know hoe desertification can be managed locally • To know how global strategies can be used to manage desertification with an example of the Great Green Wall	• To know the location of the River Lune from source to mouth (key parts only) • To know the key features of the River Lune • To know the human and physical causes of river flooding • To know what a flood hydrograph is and to know how to read one • To know the factors that create a steep hydrograph and ones that create a flat hydrograph • To know what hard and soft engineering are • To know examples of each and how they can manage river flooding • To know the positives and negatives of a range of flood management techniques • All students will complete the decision-making exercise on flood management to practice their decision-making skills. • To know why the River Lune has flooded in the past • To know what flood management has occurred along the course of the River Lune to prevent future flooding	• To know where the population of the UK is distributed. • To know the major cities of the UK. • To know where Liverpool is. • To know how Liverpool is regionally, nationally and internationally important. • To know how national and international migration have changed the character of the city. • To know the opportunities in Liverpool: • social and economic: cultural mix, recreation and entertainment, employment, integrated transport systems • environmental: urban greening • To know the challenges in Liverpool: • social and economic: urban deprivation, inequalities in housing, education, health and employment • environmental: dereliction, building on brownfield sites, waste disposal • the impact of urban sprawl on the rural-urban fringe and the growth of commuter settlements. • To know a brief overview of the history of the Albert Dock. • To know reasons why the area needed regeneration and the main features of the project.	

	e.g. water butts, low flow showers heads etc • To know an example from an LIC/NEE of a sustainable way to increase supplies • To know why the play pumps are sustainable through the multiplier effect			• To know what sustainable urban living is. • To know the features of sustainable urban living: • water and energy conservation • waste recycling • creating green space. • To know how urban transport strategies are used to reduce traffic congestion.	
Disciplinary Knowledge (The skills and approaches that students will develop)	• Defining key words • Annotating key points onto a diagram • Using visual stimulus to make points • Describing distributions using maps and using latitude, compass points and continents. • Interpretation of flow maps. • Comprehension tasks through reading of articles • Evaluation • Interpretation of rainfall and population distribution. • Reading choropleth maps. • Use of map skills (compass points to describe distribution) • Reading and describing of a stacked line graph • Describing trends and patterns in pie charts • Evaluation of fracking using positives and negatives. • Exam technique 'to what extent'	• Categorising • Sequencing • Creating a flow diagram • Making predictions • Describing and explaining • Sequencing • Mapping the world's major biomes • Describing photographs • Making links between components • Describing locations • Latitude and map skills • Tropical Rainforests • Describing and explaining distribution. • Map skills. • Reading and completing climate graphs. • Interpreting satellite images. • Interpreting photographs. • Extracting information from media. • Evaluation of strategies – two hand technique. • Developing points to elaborate value and strategies.	• OS map reading skills – compare source and mouth. • Image comparison of source and mouth. • Describe (features of the river at different sections of the course). • Image interpretation. • Applying processes in the right context. • Annotating diagrams and images. • Field sketching. • Sequencing • Making predictions and justifying them. • Applying processes in the right context. • Drawing simple diagrams. • Looking at aerial images. • Drawing diagrams in sequence. • Using processes in the correct context. • Sequencing. • Mapping of the landforms on a map of the Lune,	• Describing trends. • Extracting data. • Reading maps to include choropleth maps. • Drawing graphs to include line graphs. • Categorising. • Mapping skills. • Analysing images. • Stacked bar graph. • Population pyramids • Create a graph (line graph) • Describing locations using map skills (compass, scale and latitude). • Image analysis. • Categorising factors into different scales. • Categorising push and pull factors • Image interpretation and figure analysis. • Extracting information from media. • Ranking factors in order of importance. • Extracting information from articles.	• Creating an enquiry question. • Describing a location. • Identifying risks. • Suggesting how to reduce risks. • Using key vocabulary in the correct context. • Independent research into a location and it's context. • Carrying out data collection. • Justifying data collection techniques. • Evaluating data collection techniques. • Justifying study location. • Writing in sequence. • Identifying different types of sampling strategies. • Construction of a cross profiles and scatter graph • Analysis of data presentations. • Evaluation of data presentations.

	• Describing patterns of distribution. • Constructing and describing pie charts • Describing trends on a bar graph • Categorising key information • Explaining points using 'this means that' • Image interpretation and categorising information • Development of points using 'this means that…' • Analysing maps to identify water sharing issues • Reading comprehension • Evaluation of techniques • Development of points using 'this means that….' • Categorising. • Assessing (command). • Evaluating both sides of an argument • Justifying choices • Developing points • Analysing images • Justification • Comprehension • Writing in sequence (multiplier effect)	• Decision making and justifying. • Connections mapping • Reading and applying climate data • To what extent exam skill • Interpreting and annotating a climate graph • Assessing the different challenges • Identify different scales. • Map skills and describing locations. • Interpreting rainfall data for the Sahel. • Describe locations. • Sequencing to explain how strategies work. • Developing points to explain the strategies. • Assess or evaluate the success of the GGW.	• Describing the landforms and their characteristics. • Image interpretation • Interpreting flood hydrographs • Completing a flood hydrograph • Categorising human and physical. • Categorising strategies. • Evaluating. • Describing and explaining how they work. • Identifying stakeholder opinions. • Extracting information from news/media • Image interpretation to include satellite images. • Map skills – including flood risk mapping. • Categorising the management strategies and their impacts	• Evaluating the positives and negatives • Map skills – reading and interpreting map data. • Describing distributions. • Choropleth mapping. • Reading and interpreting numerical data. • Map skills – using an atlas. • Describing locations. • Categorising. • Note taking from media clip. • BUGing questions. • Planning exam responses. • Using a 3-part structure. • Assess exam command. • Categorising into SEE • Using satellite images. • Interpreting data online graphs. • Note taking from information. • Reading news articles. • Evaluation exam technique.	• Construct a valid conclusion using evidence to support. • Identify strengths and weaknesses of a fieldwork study. • Explain the strengths and weaknesses of a fieldwork study. • Suggest possible improvements for a fieldwork study.
Assessment (The methods that teachers will use to assess the progress of all students)	• During the unit itself, at least 2 exam questions of 6 marks or above will be marked. • **<u>End of unit Assessment</u>** Students will sit an examination that will combine units on resource management from two different papers,	• During the unit itself, at least 2 exam questions of 6 marks or above will be marked. • **<u>End of unit Assessment</u>** Students will sit an examination that will combine units on The Living World from two different papers, selected from the AQA provided material. These will be	• During the unit itself, at least 2 exam questions of 6 marks or above will be marked. • The rivers unit will be assessed in Y10 end of year exam and during mocks in Year 11. All questions will be taken	• During the unit itself, at least 2 exam questions of 6 marks or above will be marked. • This unit will be assessed during mocks in Year 11. All questions will be taken from previous years AQA past papers.	• The fieldwork is assessed during the second mock series in Y11 using past paper questions from paper 3 of the AQA GCSE •

	selected from the AQA provided material. These will be marked using the AQA provided mark scheme. This will provide the students with the experience of sitting the same format questions as their real examination and will be marked as such. • **Assessment review** Common errors, misconceptions and poor exam technique will be worked on in this lesson. This will be the first GCSE exam feedback the students will have had.	marked using the AQA provided mark scheme. This will provide the students with the experience of sitting the same format questions as their real examination and will be marked as such. • **Assessment review** Common errors, misconceptions and poor exam technique will be worked on in this lesson. This will be the first GCSE exam feedback the students will have had.	from previous years AQA past papers.		
Reading, Writing and Vocabulary	• Resource • Insecurity • Demand • Consumption • Malnourishment • Undernourishment • Distribution • Continent • Latitude • Climate • Population • Food miles • Organic • Carbon footprint • Agribusiness • Pesticides • Fertilisers • Trade • Population density • Precipitation • Distribution • Demand • Water security • Industry	• Biotic • Abiotic • Ecosystem • Biome • Producer • Consumer • Environment • Food chain • Food web • Small scale ecosystem • Small pond • Human activity • Environmental changes • Temperature • Precipitation • Latitude • Atmospheric Circulation • Tropical Rainforests • Precipitation • Temperature • Latitude • Prevailing Winds • Convection • Climate Graph	• Rivers • Mountain ranges • Upland • Lowland • Relief • Physical Landform • V shaped valley • Lateral erosion • Vertical erosion • Long profile • Cross profile/section • Upper/Middle/Lower course • Source • Mouth • Tributaries • Meanders • Waterfalls • Deposition • Transport • hydraulic action • attrition • abrasion • solution	• High Income Country • Low Income Country • Urbanisation • Rural • Urban • Natural increase • Population • Migration • Push factor • Pull factor • Conflict • Quality of life • Resources • Education • Health Care • Infrastructure • Employment opportunities • Economic migrant • Migration • Mega city • Urbanisation • Population growth • Natural increase • Migration	• Enquiry • Risk assessment • Long profile • Cross profile • Velocity • Depth • Wet width • Dry width • Human activity • Drainage basin • Physical features. • Random sampling • Systematic sampling • Stratified sampling • Risk and hazard • Qualitative methods • Quantitative methods • Data collection technique. • Data presentation • Cross profile diagram • Long profile • Velocity • Width

	• Water transfer scheme • Management • Drought • Fossil fuels • Energy mix • Supply and demand • Domestic supply • Exploitation • Climate change • Renewable/ non renewable • Consumption • Abstraction • Economy • Climate • Surplus • Deficit • Poverty • Economy • Conflict • Industry • Waterbourne disease • Agriculture • Supply and demand • Water insecurity • Poverty • Reservoir • Groundwater • Desalinisation • Canal • Pipeline • Water security • Supply and demand • Distribution • Pipeline • Economy • Displacement • Locals • Government • Hydroelectricity • Sustainable	• Atmospheric Circulation. • Adaptation • Buttress Roots • Lianas • Emergent • Canopy • Under canopy • Shrub Layer • Biodiversity • Deforestation • Subsistence farming commercial farming logging • road building • mineral extraction • energy development (HEP) • settlement growth • urban sprawl • population growth • Development • Economic development • Climate change • Soil erosion • Palm oil plantations • Threats • Biodiversity • Sustainable • Carbon sink • Carbon store • Climate regulation • Management • Selective logging • Ecotourism • Conservation • International agreement • Local • National • International • Debt reduction • Development • Poverty • Trade	• Traction • Saltation • Suspension • Solution (transport) • Waterfall • Plunge Pool • Overhang • Resistant rock • Hydraulic Action • Abrasion • Retreat • Gorge • Interlocking Spur • V shaped valley • Discharge • Meander • Velocity • River cliff • Slip off slope • Ox bow lake • Cross section. • Levees • Floodplains • Estuaries • Mouth • Mudflats • Flooding • Friction • Energy. • Estuary • Flood hydrograph • Rising limb • Falling limb • Lag time • Discharge • Rock type • Geology • Precipitation • Relief • Gradient	• Development gap. • Regional • National • International • Employment • Population • Economy • India • Asia • Country • Continent • Push factor • Pull factor • Migration • Rural • Urban • Natural Increase • Population Change • Fertility • Standard of living • Resources • Infrastructure • Opportunities • Challenges • Sanitation • Standard of Living • Informal Sector • Informal settlements • Economic Development • Economic Migrant • Sewage • Water deficit • Traffic congestion • Air Pollution • Evaluate • Informal settlement • Sanitation • Social • Environmental • Economic	• Depth • Correlation • Line of best fit • Independent variable • Dependent variable • Evaluation • Conclusion • Hypothesis • Improvement • Strength • Weakness

	• Grey water • Recycle • Conserve • Water metre • Water butt	• Hot Deserts • Climate • Temperature • Precipitation • Air Pressure • Atmospheric circulation • Water Security • Adaptation • Temperature • Precipitation • Air pressure • Wind • Sandstorms • Tap roots • Nocturnal • Biodiversity • Thar desert • Latitude • Mineral extraction • Trade • Development • Economy • Solar and Wind power • Renewable energy • Sustainable • Tourism • Subsistence farming • Commercial farming • Irrigation • Temperature • Precipitation • Barren • Isolated • Transport • Trade • Population growth • Removal of fuel wood • Overgrazing • Overcultivation • Soil erosion	• Agriculture • Urbanisation • Concrete • Permeable • Impermeable • Deforestation • Afforestation • Human • Physical • Flood risk • hard engineering • dams and reservoirs channel straightening embankments • flood relief channels • soft engineering • flood warnings • preparation • flood plain zoning • planting trees (afforestation) • river restoration • interception • Flood risk • Economic • Social • Environmental • Flood warnings • Heritage site • Flood walls (levees) • Flood gates • Flood plain zoning	• Redevelopment • Local Resident • Population Distribution • Sparsely Populated • Densely Populated • Relief • Landscape • Infrastructure • Isolated. • Transport Links • Industrial Revolution • Deindustrialisation • Tourist Industry • Trade • Coastline • Physical Features • Population • Diversity • Migration • Employment and Education. • National Migration • International Migration • Urban Sprawl • Central Business • District • Commuter • Inner City • Suburbs • Rural-Urban Fringe • Regeneration • Community • Urban Greening • Environment • Urban Decline • Population Change • Unemployment • Investment • Brownfield Site • Containerisation • Merseyside Development Corporation	

		• Precipitation • Poverty • Nutrient cycle • Global • Local • Tree planting • The Great Green Wall • Stone walls • Tethering • Controlled burning • Diversification of crops • International agreement		• Tourist Attraction • Sustainable • Renewable energy • Resources • Urban Greening • Waste Management • Recycling • Urban Planning • Energy Conservation • Urban Transport Scheme	
Numeracy	• Describing and explaining a variety of graphs, looking at trends of % of food imported into the UK, discussing cost of strategies as part of evaluation of effectiveness	• Constructing a climate graph for a region in the Amazon, describing changes in rates of deforestation shown in pie chart and bar chart format, describing climate using a climate graph for hot deserts, using longitude and latitude to understand the climate in a range of biomes	• Flood hydrographs are studied and compared for different rivers. These show the response of a river (line graph) to a rainfall event (bar graph). Students must also calculate lag time, which is the difference between the peak rainfall and peak discharge (range).	• Graphs around rates of urbanisation are studied, then drawn using data from a period of time for 12 countries. Conclusions are then drawn from these. Cost of various projects (Liverpool One regeneration) are considered when evaluating success.	• All data collected is plotted on either cross profiles or scatter graph. Velocity, width and depth data is compared between 3 sites and conclusions are drawn from this data.
Personal Development	• Considering individual role in managing water supplies and the importance of this. Understanding various strategies domestically that could be used to conserve water, such as low flow shower heads and water butts	• Learning what palm oil is and the impacts of its rise in popularity and global use in products. Allowing students to make choices to boycott where possible, to reduce environmental damage through deforestation due to palm oil plantations	• Learning about a major local river. Building knowledge about landforms and processes seen regularly as well as learning how to stay safe in a flood situation and when near rivers by being informed of the depth and velocity increases downstream in a river	• Understanding how changes in technology can impact employment and lives e.g. urban change in Liverpool's docks. Also considering how individual actions can make cities more sustainable e.g. use of bikes, public transport	• Students are learning outside of the classroom, experiencing fieldwork first hand with all the positives and negatives that come with such unpredictable work. Being in the chosen location also revises key content for their written GCSE exams

SUBJECT Curriculum Map

Carnforth High School

Year 11

Rationale and Links to The National Curriculum
Glaciation – linked to the unit of Physical Landscapes In The UK, students will learn how glaciated landscapes such as the Lake District were shaped and created and how they are now used and managed by people. Changing Economic World – this unit has three sections. Section 1, development and the development gap looks at global issues of inequality. Section 2 involves an in depth look at India as a country with a theme of development and inequality. Section 3 looks at the UK, again with a theme of studying inequality and issues with uneven development across the UK. Liverpool Fieldwork – students will attend one day of fieldwork in Liverpool and will complete a comprehensive write up of their findings which will encompass a range of skills within their Geographical enquiry. Natural Hazards – after a short introduction into what hazard are, this unit has three sections. Section 1 will cover tectonic hazards with a focus on earthquakes as a natural hazard. Section 2 will then look at extreme weather as a hazard with a focus on tropical storms and an example of an extreme weather event in the UK. The third and final section will look at the issue of climate change. Pre Release – in March students will receive pre - release materials for paper 3. There will be a sequence of lessons to follow the issue of the materials to prep the students for the examination and the potential challenges they may face in paper 3.

	Half Term 1 (UK Physical Landscapes- Glaciers 12 lessons)	Half Term 1 (Human Fieldwork- Liverpool regeneration study 5 lessons plus data collection)	Half Term 2 into 3 (Changing Economic World- 22 lessons)	Half Term 4 into 5 (The Challenge of Natural Hazards-14 lessons)	Half Term 5 (Pre Release and revision)
Key Topics	• The purpose of this unit is for students to have an awareness and understanding of the physical landscapes in their local area. Students will develop an understanding of how different processes have operated on different timescales to create and alter the landscape that they can see today. Students will develop an appreciation for natural	• In the fieldwork unit the students will develop the skills to conduct a human fieldwork in an urban environment. In this case we use Liverpool as the location. They will learn how to formulate a study question, develop their own data collection techniques and carry out	• This unit aims to develop the students understanding of global development and the issues surrounding the development gap. The unit aims to give students an overview of economic development and quality of life globally and address the ways in which people are attempting to close the	• This unit is to give students an in depth look, into the processes of natural hazards across the world and how those natural processes affect the economy, the people, and the environment. There are three subunits within this scheme that the students will cover	• To prepare students for the pre release element of AQA Paper 3, which is an unseen resource until roughly Easter, to then be taught ASAP after Easter

	processes and how these work independently of human influence. There are two sections to this unit – we study river landscapes in the UK and glacial landscapes in the UK. This enables students to study the processes and timescales that have affected the landscape immediately around the vicinity of the school grounds.	those techniques in the field. They will then practice a range of geographical skills that apply to the fieldwork and other areas of the course through the data presentation and analysis of data to formulate their own conclusions. Through this process they will evaluate the successes and weaknesses of their study and how this can be applied to future studies.	development gap at different scales. The unit then goes on to look at two contrasting countries to discover how they are addressing developmental issues and how they have been affected by change on both a historical and current timescale and on global and local scales. The country of choice for the NEE study is India and all students have to study the UK as a comparison. The UK section of the unit aims to address a range of social, economic, environmental, and political issues that affect the development of the UK.	and these are: Tectonic Hazards, Weather Hazards, Climate Change. For each subunit the students will learn about specific case studies and will study the natural processes involved in the formation of these hazards. The unit of climate change will also look to the future and how the changing climate may impact on human populations in the future.	
Substantive Knowledge (The knowledge the students will develop)	• To know how glaciers erode and transport material • To know why glaciers deposit material • To know the extent of ice cover in the UK during the last ice age • To know the sequence of formation of glacial landforms formed by erosion • To be able to recognise these landforms from pictures of the landscape • To know how to explain the formation of landforms in sequence and using the relevant processes • To know the formation of erratics • To identify the different types of moraine • To be able to explain the formation of different types of moraine	• Know the location information about Liverpool and the context of the location. • Know the possible hypotheses for testing. • Know the risks and risk mitigation of the fieldwork. • Know the methodology, their locational context and some sampling strategies that could be used. • Know how to construct data presentations from the data they collected and are to then analyse what the presentations show in relation to the study hypotheses or key questions.	• To know what development is • To know how development can be measured • To know advantages and disadvantages of different methods of classifying countries • To know a range social and economic measures of development • To know the limitations of social and economic measures of development • To know why the HDI is a more accurate measure of development. • To know what the demographic transition model is • To know the characteristics of countries at each stage of the DTM	• To know what a natural hazard is • To know the difference between a natural event and a natural hazard • To know the factors that increase the hazard risk globally • To know the structure of the Earth and the major plates • To know how convection currents move the plates • To know the global distribution of earthquakes and volcanoes • To know the names of the 3 major plate boundaries • To know what processes, occur at each boundary	•

	• To know examples of landforms within the Lake District National Park • To revise the key map skills taught in previous topics, grid references, contours, spot heights, describing relief • To recognise a series of landforms on an OS map • To know the 4 main economic activities in glaciated regions • To know why the Lake District is a suitable location for these economic activities • To know how conflict can occur due to different land uses e.g. tourists and locals • To know the reasons millions of tourists, visit the Lake District annually • To know the positive and negative impacts of tourism in the Lake District • To divide the impacts into social, economic and environmental • To know how tourism is managed in the Lake District e.g. fix the fells	• They also need to evaluate the data presentation techniques they have presented. • Draw conclusions from results. • Know strengths and weaknesses of the study to complete evaluation of the study considering the study as a whole and not just focusing on specific issues with techniques only.	• To know how to annotate and read a population pyramid. • To know the economic, historical, and physical causes of uneven development • To know reasons why there is a global development gap. • To know how wealth is affected by uneven development. • To know how health is affected by uneven development • To know how uneven development creates international migration • To know what industrial development, debt relief and microfinance are • To know how they can be used to reduce the development gap • To know what the multiplier effect is • To know how tourism can be used to reduce the development gap e.g. tax, employment and tourist spending • To know the benefits to India of tourism • To know how tourism has helped development in India • To know different types of aid and why long-term aid is most effective to support development • To know how Goat Aid has allowed countries in Africa such as Malawi to develop • To know what intermediate technology is and how it can	• To know the tectonic activity that occurs at each plate boundary • To know the location and context of Haiti, in terms of level of development • To know the causes, effects and responses to the Haiti earthquake • To know how primary effects can lead to secondary effects • To know the causes effects and responses to the Christchurch Earthquake • To know what liquefaction is and why it was such an issue in the Christchurch Earthquake • To know how level of development affects the severity of tectonic hazards, using Haiti and Christchurch as examples • To know how differences in building quality, response and preparation affect the severity of earthquakes • To know the reasons why millions of people live in tectonically active regions around the world • To know what the 3P's are • To know how the 3Ps and monitoring can be used to reduce the effects of earthquakes	

			encourage development. Play pumps as an example. • To know what fair trade is • To know an example of a fair-trade company-Divine chocolate in Ghana • To know how fair trade can encourage development through improving quality of life • To know why India is a regionally and globally important • To know the context of India • To know the location of India within the world • To know the different sectors of work and how India's employment structure has changed • To know what a TNC is • To know how industrial growth can create the multiplier effect • To know why TNCs set up in LIC/NEEs • To know an example of Coca Cola in India and the advantages and disadvantages of TNCs in LIC/NEE countries • To know how India's trading relationships have changed over time • To know how being a part of the British Empire has influenced India's trade • To know the key imports and exports from India • To know examples of Aid India has received in the past • To know how aid has supported development in India	• To know which of the 3Ps are most effective, in LIC and HIC • To know what global atmospheric circulation is • To know regions of the earth that have high and low pressure • To know how high and low pressure affects the climate in different regions • To know where tropical storms form • To know the reasons behind the distribution of tropical storms • To know the structure of tropical storms and the sequence of their formation • To know how climate change could affect the frequency, intensity and distribution of tropical storms • To know the location and date of Typhoon Haiyan • To know the causes and primary and secondary effects of Typhoon Haiyan • To know the immediate and long-term responses to Typhoon Haiyan • To know how the 3P's and monitoring can be used to reduce the effects of tropical storms • To know how effective the strategies are	

			• To know social impacts of development in India e.g. education and health • To know the economic impacts of development in India e.g. average income • To know the environmental impacts of development on India-both positive and negative • To know how and why the UK economy has changed-government policies, movement of industries abroad, globalisation • To know the causes of globalisation and the impact on the UK economy • To know what deindustrialisation is and why it has happened in the UK • To know the general environmental impacts of industry- water and air pollution, noise, dust • To know a local example of industry and how it is trying to be more sustainable-Carnforth Quarry • To know a UK example of a rural area of population increase and decline • To know the social and economic advantages of population increase or decline in UK rural areas • To know the social and economic disadvantages of population increase or decline in UK rural areas • To know why UK transport needed improvements and	• To know examples of weather hazards most common in the UK • To know evidence that the UK weather is becoming more extreme, using climate data to support the theory • To know the causes and location of storm Desmond • To know the effects and responses to the storm • To know the long-term responses in place to reduce the risk of future storms • To know the basics of the geological timescale. What an era and a period are and which we are in • To know the evidence for climate change • To know how valid each piece of evidence is • To know the natural causes of climate change including orbital theory, sunspots and volcanic activity • To know the human causes of climate change-deforestation, agriculture and fossil fuels • To have an overview of the effects of climate change • To know what mitigation and adaptation are in terms of climate change • To know examples of mitigation and adaptation	

			how it would benefit the UK economy • To know examples of UK transport changes • To know advantages and disadvantages of various UK transport changes- HS2, Liverpool 2, Road improvements and Manchester Airport	• To know how to evaluate mitigation and adaptation strategies	
Disciplinary Knowledge (The skills and approaches that students will develop)	• Map skills • Sequencing of processes • Key vocabulary • Interpreting graphs (historical temperature data) • Interpretation of images • OS map skills • Field sketching • Annotation • Using key processes in the correct context • Sequencing • Describe exam skill • Explain exam skill • Field sketching • Using key processes in the correct context • Image interpretation • OS map skills • OS map skills • Sketch mapping from an OS map • Orientating the direction of a photograph • Stakeholder views • Assess or TWE exam skill • Categorising – SEE • Pie Charts • Stakeholder views • Assess or TWE exam skill	• Creating an enquiry question. • Describing a location. • Identifying risks. • Suggesting how to reduce risks. • Using key vocabulary in the correct context. • Carrying out data collection. • Justifying data collection techniques. • Evaluating data collection techniques. • Justifying study location. • Writing in sequence. • Identifying different types of sampling strategies. • Construction of bipolar/kite charts using the environmental quality index. • Construction of a dot map or of a proportional shapes map (ICT opportunity available for proportional shapes) using the pedestrian count data. • Analysis of data presentations.	• Defining key vocabulary. • Interpreting a topological map. • Evaluation of a topological map as a method of data presentation. • Categorising into social and economic. • Evaluation of measures. • Exam technique - TWEx • Living graph. • Reading a line graph. • Interpreting population pyramids • Image interpretation • Sequencing – cycle of poverty (negative multiplier effect) • Categorising (historical/physical/economic) • Mapwork (looking at distributions of colonies) • Interpreting and annotating a flow line map with proportional circles. • Categorising statements into groups. • Interpreting a choropleth map. • Interpreting a topological map. • Interpreting a bar graph with more than one type of data. • Exam skill -describe and explain	• Categorising hazards • Image interpretation • Describing distributions • Sequencing of the process of convection • Evaluating the evidence • Annotated diagrams • Sequencing of processes • Map interpretation. • Extracting facts from an article. • Evaluation/Assess/To what extent exam practice. • Interpreting proportional shapes • Evaluation • Compare and contrast • Labelling and annotating. • Interpreting diagrams. • Analysis of line graphs for data. • Exam practice using resources. • Evaluating data presentation techniques • To what extent exam technique • Compare and contrast HIC and LIC	•

		• Evaluation of data presentations. • Construct a valid conclusion using evidence to support. • Identify strengths and weaknesses of a fieldwork study. • Explain the strengths and weaknesses of a fieldwork study. • Suggest possible improvements for a fieldwork study.	• Creating a sequence of events. • Reading articles and extracting key information. • Defining key vocabulary. • Identifying stakeholders. • Interpreting statistics. • Interpreting proportional shapes diagrams. • Interpreting photographs. • Making links between human and physical aspects of Geography. • Evaluate a scheme. • Extracting key information from text. • Describing locations. • Categorising factors. • Creating a sequence (multiplier effect). • Reading and interpreting line graphs. • Image inference • Evaluating different types of aid. • Extracting information from text • Extracting information from news articles. • Interpreting tables of data • Reading flow maps	• Extracting information from news articles. • Evaluation of evidence • Reading line graph data on CO2 and temperatures. • Interpreting trends in data. • Interpreting diagrams.	
Assessment (The methods that teachers will use to assess the progress of all students)	• Mini Assessment (10-15 marks) using AQA past papers and mark scheme	• The fieldwork is assessed during the second mock series in Y11 using past paper questions from paper 3 of the AQA GCSE	• Mini Assessment (10-15 marks) using AQA past papers and mark scheme • A full paper 2 will also be used for mock 2, which will include the CEW	• Mini Assessment (10-15 marks) using AQA past papers and mark scheme	•
Reading, Writing and Vocabulary	• Ice age • Glacial • Interglacial	• Enquiry • Regeneration • CBD	• HIC • LIC • Topological map	• Hazard • Disaster • Social	•

	• Ice sheet • Glacial erosion • Plucking • Abrasion • Freeze thaw weathering • Transport • Bulldozing • Rotational slip • Glacial deposition • Fluvial outwash • Till • Boulder clay • Corries • Arêtes • pyramidal peaks • truncated spurs • glacial troughs • ribbon lakes • hanging valleys • rotational slip • Misfit streams • U shaped valley • Vertical erosion • Tributary glacier • Erratics • Drumlins • Lee • Stoss • Moraine; Lateral, Medial, terminal and ground. • Deposition • Transport • Load • Bowder stone – erratic • Helvellyn • Red Tarn – corrie • Striding Edge – arete • Grid references • Relief • Contours • Spot height	• Risk assessment • Hazard • Mitigation • Random sampling • Systematic sampling • Stratified sampling • Risk and hazard • Qualitative methods • Quantitative methods • Data collection technique. • Data presentation • Environmental quality index • Bipolar • Pedestrian count • Analysis • Evaluation • Conclusion • Hypothesis • Improvement • Strength • Weakness	• NEE • Gross National Income • Gross Domestic Product • Standard of living • Quality of life • Development • Development gap • Economic • Social • Environmental • Per Capita • Birth Rate • Death rate • Human development Index • Life expectancy • Infant Mortality • Literacy Rate • Extent • Population pyramid • Demographic transition model • Colonialism • Conflict • Trade • Technology • Land locked • Climate • Precipitation • Drought • Agriculture • Desertification • Famine • Colonialism • Disparity • International Migration • Topological map • Conflict • Displaced • Microfinance • Industrial development • Industry	• Economic • Impact • Meteorological • Hydrological • Hazard Risk • Geophysical • Urbanisation • Poverty • Climate Change • Agriculture • Tectonic plates • Distribution • Earthquake • Volcano • Convection • Mantle • Core/Crust • Destructive • Conservative • Constructive • Plate Margin • Convection Current • Mid Atlantic Ridge • Subduction Zone • San Andreas • Friction • Pressure • Primary effect • Secondary effect • Immediate response • Long term response • Development indicator • Magnitude • Richter Scale • Economy • Poverty • Response • Management • Preparation • Hazard risk	

	• Erosion • Deposition • Arete • Pyramidal peak • Glacial trough • Ribbon lake. • Compass and direction • Conflict • Honeypot site • Economic development • Tourism • Agriculture • Quarrying • Forestry • Impacts • Stakeholders • Conservation • Land use • Opportunities • Challenges • Tourism • Impacts • Conservation • Land use • Development • Footpath erosion • Traffic congestion • Holiday homes • National Park Authority		• TNC • Tourism • Intermediate technology • Debt Relief • Fair Trade • Stakeholder • Foreign Direct Investment • Human Development Index • Tourist Industry • Development indicators • Employment structure • Ecotourism • Biodiversity • Multiplier effect • Quality of life • Standard of living • Economic • Intermediate Technology • Water security • Water deficit • Fair trade • Multiplier effect • Trade • Tariffs • Quotas • Latitude • Longitude • Context • Colony • Interdependence • Globalisation • Trade • Industry • Politics • Religion and culture • Economy • Sustainability • Manufacturing • Trans-national corporation • Industrial Development	• Agriculture • Mineral Extraction • Geothermal Energy • Densely populated • Tourist industry • Economic Development. • Prediction • Protection • Planning • Monitoring • Seismograph • Earthquake Resistant buildings • Infrastructure. • Atmospheric circulation • High- and low-pressure belts • Precipitation • Biomes • Climate • Hurricanes • Typhoons • Cyclones • Tropical Storms • Convection • Evaporation • Condensation • Distribution • Frequency • Intensity • Sea Surface Temperatures. • Storm surge • Saffir Simpson Scale • Emergency Aid • Warning systems • Satellite tracking • Cyclone shelter • Development levels • Thunderstorms • Prolonged Rainfall	

			• Manufacturing • Trade bloc • Trade agreement • Outsourcing • British Empire • Resources • Long term aid • Short term aid • Bottom-up aid • Top-down aid • Biogas • Literacy rates • Deindustrialisation • Globalisation • Containerisation • Science and business parks • Tertiary sector • Secondary sector • Primary sector • Quaternary sector • Government policy • Environmental problems • Sustainability • Landfill • Climate change • Emissions • Recycling • Renewable energy • Enterprise zone • Investment • Northern Powerhouse • North south divide • Political links • European Union • Commonwealth • Imports and exports	• Drought • Extreme temperatures • Strong winds • Extreme weather events • Hazard risk • Climate Change • Atmospheric circulation • Extreme weather events • Evidence • Quaternary period • Interglacial • Milankovitch cycle • Solar output • Sunspots • Volcanic activity • Climate change • Enhanced greenhouse effect • Carbon dioxide emissions • Mitigation • Renewable energy • Carbon capture • Afforestation • International agreements • Adaptation • Agricultural practices • Coastal defences • Mitigation • Adaptation • Coastal defence • Storm Surge • Irrigation • Sustainable living	
Numeracy	• Economic benefits of glaciated areas involve discussion around the amount of money generated through tourism in the Lake	• Using data collected on the day, students construct a dot map using a scale and a series of bi-	• Describing graphs of various styles including line graphs, pie charts, bar graphs etc	• Describing and explaining a series of graphs • Comparing trends on graphs over time	•

	District National Park. OS map skills are practiced including using grid references, measuring distance using scale and heights using contours etc which are used to compare relief of various landforms	polar charts which show their results from the environmental quality survey which ranged from 0-5.	• Proportional arrows are drawn in the India case study to show trading partners • Changes in sectors of work are described and explained using pie charts of various decades in India	• Comparing data from multiple case studies to evaluate the severity based on numerical data	
Personal Development	• Students are taught about the formation and changes of landscapes in the local area (the Lake District) as well as the opportunities that exist for recreation and employment there. Students also learn about the balance required between economic gain and environmental protection of National Parks	• Students are learning outside of the classroom, experiencing fieldwork first hand with all the positives and negatives that come with such unpredictable work. Being in the chosen location also revises key content for their written GCSE exams	• Students study an Oxfam project, Goat Aid, and can see the impact that charity and aid can have on quality of life for people in LIC.	• The causes, effects and responses to climate change are taught. Students are encouraged to think about their own choices and lifestyles, and what changes they could make to reduce the global impact of climate change.	•