



Subject Intent Statement

The study of geography at The Garibaldi School is based around developing a considered in-depth understanding of the world in which we live and grow. The seven-year journey is underpinned at all stages by key geographical concepts and skills that are needed to be successful and are constantly built upon geographical knowledge developed through key stage one and two, and developed by a curriculum that enables students to leave The Garibaldi School as well-rounded geographers regardless of the key stage they left their geographical education. Further to this, the study of Geography will develop powerful knowledge and complex transferable skills enabling students to make links to other subject's areas and experience success in both their academic and future professional lives.

The geography curriculum at The Garibaldi School is based around the exploration of seven key themes which address both geographical knowledge and skills. The foundations of the curriculum are built through an ambitious and broad key stage 3 provision with a focus on exploring geography through the key questions asked through learning cycles and the lessons taught. This means the study of geography at The Garibaldi School is based around deeper thinking from our learners. Students learning should be seen as a learning journey and so when students have completed key stage 3 they have committed their learning to their long-term memory and then build upon this knowledge within key stage 4 where they are introduced to more sophisticated geographical concepts. The geography curriculum at The Garibaldi School provides a curriculum map which allows students to develop their understanding of the interconnected world in which they live and by developing an ambitious key stage 5 curriculum which mirrors the philosophy of that at key stage 3 and 4 we develop students into 'geographers' ready for their next steps post 16-19 education.

Teachers of geography at The Garibaldi School are experts in their subject area and are constantly developing their subject knowledge through their interest in the wider world and their teaching practice through bespoke CPD so as to ensure that they teach great, up to date, relevant and exciting lessons throughout all key stages. This allows students to foster a love of the subject and be successful in meeting both our and their own high expectations. Further to this, teachers focus on the philosophy of 'feedback, not marking' throughout the Geography journey. Feedback within lessons means that students are empowered to make great progress and experience recognition of their success frequently so that they identify as emerging and growing geographers at all key stages.

Students are successful in geography at The Garibaldi School where they are willing to learn, self-motivated, determined, reflective, resilient and more so they are actively and enthusiastically involved in their learning journey. The curriculum develops character traits as they embedded throughout student's geographical journey. Teachers have high expectations of all learners and will model how to learn through their teaching and the geography curriculum at the Garibaldi School is based around allowing independent and collaborative learning. The feedback provided allows students to be reflective and learn that failure is part of their journey to success. This resilience is built into learning within the classroom and also in fieldwork situations where students are encouraged to overcome problems they may encounter with independence and confidence.

Students at The Garibaldi School leave their geography education, regardless of length, with a variety of transferable skills and as more knowledgeable, reasoned and thoughtful individual's ready to play their part in our globally connected village.

Key Concepts

There are 8 key themes that underpin the Geography Curriculum (see accompanying document). These are –

- Geographical Skills
- Fieldwork
- Physical processes
- Impacts of physical processes at a variety of locations
- Human processes
- Impacts of human processes at a variety of locations
- Managing geographical issues
- Making geographical decisions

Key Language/Terminology

Human geography – Key terminology

- Development
- Globalisation
- Urbanisation
- HIC
- LIC
- NEE
- Sustainability
- Infrastructure
- Migration
- Population
- Social
- Economic
- Resource
- Energy
- Food
- Water
- Culture
- Settlement

Physical geography – Key terminology

- Erosion
- Mass movement
- Weathering
- Transportation
- Deposition
- Tectonics
- Ecosystem
- Carbon
- Climate change
- Coastal
- Fluvial
- Geology
- Hazards
- Hydrological
- Precipitation
- Greenhouse gases
- Global warming
- Floods

Key Stage 3	Key Stage 4	Key Stage 5
Specific themes at KS3 – <ul style="list-style-type: none"> • Level of development • Sustainability • Urbanisation • Migration • Globalisation • Ecosystems • Climate change 	Built on at KS4 by – <ul style="list-style-type: none"> • Narrowing the Development Gap • Opportunities and Challenges • Urban change and urban growth 	Built on at KS5 by – <ul style="list-style-type: none"> • Impact of governance • Geology and lithology • Regeneration and rebranding • Spatial and temporal geography • Water security

<ul style="list-style-type: none"> • Tectonic processes and hazards • Erosion, mass movement, weathering • Transportation and deposition • Managing geographical issues – for example coastal management or managing urban areas • Local fieldwork 	<ul style="list-style-type: none"> • Mitigation and Adaption (climate change, hazards) • Specific types of erosion, mass movement and weathering • Specific types of transportation and deposition • Ecosystem interdependence • Global resource management • Regional fieldwork 	<ul style="list-style-type: none"> • Energy security • Superpower Geography • Independent Investigation and fieldwork • Geo-political ideologies such as neoliberalism and communism • Synoptic links • Synoptic Investigation • National, regional and international sovereignty and identity 	<ul style="list-style-type: none"> • Deforestation • Political • Investment • Quality of Life • Equality 	<ul style="list-style-type: none"> • Drought • Habitat • Interconnected • Glacial • Landscape
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Year 7	Curriculum Coherence
	<p>Our year 7 curriculum aims to build on geographical learning developed at KS1 & 2 which can be found here –</p> <ul style="list-style-type: none"> • Our curriculum by subject - Samuel Barlow Primary Academy (samuelbarlowprimary-ac.org.uk) • https://www.holly.notts.sch.uk/end-year-expectations/ • Curriculum Progression Maps - Heatherley Primary School • Our School Curriculum Forest Town Primary School
	<p>Our local community and map skills develops an awareness of key themes in geography and the foundations of a geographical journey. Map skills are introduced allowing students to consider place and scale and will run through the key stages and students engage in their first mini DME – a key geographical skill. This will be developed by key ideas such as key locations in the world, countries at varying levels of development, sustainability and physical and human processes.</p>
	<p>Development underpins many aspects of physical and human geography. It is the basic cause and reason for different event impacts and responses to a wider range of geographical events and by investigating Africa students can develop a basic overview of countries at varying levels of development and how we use development indicators to categorise these.</p>
	<p>Hot deserts and tropical rainforests DME are where students are to be introduced to the natural world – one of the three legs of sustainability – and begin to consider how the natural world works and how it is interdependent. The work then considers how humans interact with the natural world leading to a more complex DME and builds upon the ‘Locating the airport’ activity. This further develops analytical skills and the ability to reach reasoned and justified conclusions.</p>

Medium Term Plan Title/Topic	Themes/Concepts	Key Core Knowledge Foci	Application/Skills Foci	Ambitious Tier 2/3 Vocabulary	Assessment	Independent Learning
Our local community and map skills	<ul style="list-style-type: none"> • Geographical Skills • Making geographical decisions 	<ul style="list-style-type: none"> • Use the world themes to develop a country study • Develop locational knowledge alongside wider knowledge associated with the UK • 4 and 6 figure grid references, use of scale, use of the key, contour lines and compass directions 	<ul style="list-style-type: none"> • Describe your location in the world • Where, using a range of map skills, would you locate an airport in Mansfield and why? • Use of grid references to track a story on the journey the geography department made. • Use of teamwork tasks whilst learning about grid references, map symbols, and contour lines. 	Altitude, Contour Line, Eastings and Northings, Geographical Information System (GIS) Grid Reference, Latitude, Longitude Ordnance Survey (OS) Map, Relief, Scale, Symbol, Topographic Map, True North Compass Rose, Key, Legend, Place,	<ul style="list-style-type: none"> • Ongoing formative assessment of map skills • Choosing the location of an airport DME – teacher marked and assessed • Unit contributes to Map Skills and Development Summative Assessment (40 marks) 	<ul style="list-style-type: none"> • End of unit revision activities (mind maps, flash cards, knowledge organisers)

		<p>through use of OS maps</p> <ul style="list-style-type: none"> To make an informed and justified decision using a range of map skills as to where in/around Mansfield a new airport should be located 				
Development and Africa	<ul style="list-style-type: none"> Geographical Skills Human processes Impacts of human processes at a variety of locations Managing geographical issues 	<ul style="list-style-type: none"> Explain global differences in development Evaluate the causes and consequences of a lack of development Evaluate strategies to reduce the development gap 	<ul style="list-style-type: none"> Class debate/discussion on the effectiveness of top down and bottom-up development supplemented with case studies of the Afridev Handpump and the Aswan High Dam. Evaluate the reasons why Africa is undeveloped, debating causes such as colonialism, lack of natural resources, corruption and conflict, and unfair trading practices. Critical perspectives on colonialism. Tackling misconceptions and stereotypes about Africa through class discussion and utilisation of 'danger of a single story'. 	Aid, HICs, LICs, NEEs, Debt Relief, Development Indicator, GDP per capita, literacy rate, life expectancy, Gross Domestic Product (GDP), Human Development Index (HDI), Microfinance, Non-Governmental Organization (NGO), Sustainable Development, Urbanisation Desertification, Ecotourism, Informal Economy, Informal housing, Malnutrition, Development Goals (MDGs), Sahel, Subsistence Farming, colonialism, Landlocked, Trade,	<ul style="list-style-type: none"> Assessment question – 'Evaluate the statement that top down approaches are always better than bottom up'. (6) – teacher marked and assessed Map Skills and Development Summative Assessment (40 marks) 	<ul style="list-style-type: none"> End of unit revision activities (mind maps, flash cards, knowledge organisers)
Hot Deserts and Tropical Rainforest DME	<ul style="list-style-type: none"> Geographical Skills Physical processes Impacts of physical processes at a variety of locations Human processes Impacts of human processes at a variety of locations Managing geographical issues Making geographical decisions 	<ul style="list-style-type: none"> Evaluate the opportunities and challenges offered in a global biome Evaluate strategies to reduce risk in a global biome Evaluate whether the road development in the Peruvian Amazon should go ahead? 	<ul style="list-style-type: none"> Class/peer debate on how Peru should develop through critical analysis of the development options. Teamwork and communication skills to evaluate the opportunities for economic development in hot deserts. Strengthening graphical and statistical skills by applying them to the real-life context of climate graphs of rainforests and hot deserts. 	Arid, Biodiversity, Cacti, Desertification, Drought, Nomad, Buttress Roots, Canopy, Deforestation, Food chain, Food web, Emergent Layer, Lianas, Nutrient Cyclin, Sustainable Management, Understory, Carbon Sink, Indigenous Peoples, Logging, Ecotourism, Adaptation, Ecosystem,	<ul style="list-style-type: none"> TRF DME. 'The Peruvian government has decided to allow the development of new roads in the Amazon. Do you think this is the right decision? (9+3) – teacher marked and assessed. Unit contributes towards Hot Deserts and Glaciation Summative Assessment (40 marks) 	<ul style="list-style-type: none"> End of unit revision activities (mind maps, flash cards, knowledge organisers)
Glaciation	<ul style="list-style-type: none"> Geographical Skills Physical processes Impacts of physical processes at a variety of locations Managing geographical issues 	<ul style="list-style-type: none"> Explain the physical processes associated with glaciation To explain the formation glacial landforms To evaluate the strategies used to manage glaciated regions. 	<ul style="list-style-type: none"> Use of OS Maps to recognise glaciated features and terrain and sketch an area from a grid reference. Debate/discussion on whether the building of a zip line in the Lake District should go ahead based on a critical evaluation of the positives and negatives. Students develop their critical thinking and deduction skills by applying physical processes to photos of coastal, glacial and fluvial landscapes. 	Abrasion, Corrie, Deposition, Drumlin, Erosion, Fjord, Glacial Erratic, Glacial Retreat, Glacial Till, Hanging Valley, Mass movement, Moraine, Plucking, Striation, Terminal Moraine, Transportation, U-shaped Valley, Weathering, Tarn, Truncated spurs, Freeze-thaw weathering, Arete, Pyramidal Peak, Erratic, Drumlin, Outwash Plain, Tourism, Opportunities, Challenges	<ul style="list-style-type: none"> Written response to the mystery 'Why is there a large boulder on its own in the centre of Central Park, New York, USA?' - teacher marked and assessed. Hot Deserts and Glaciation Summative Assessment (40 marks) 	<ul style="list-style-type: none"> End of unit revision activities (mind maps, flash cards, knowledge organisers)

Globalisation	<ul style="list-style-type: none"> Geographical Skills Human processes Impacts of human processes at a variety of locations Managing geographical issues 	<ul style="list-style-type: none"> Explain what is globalisation? Assess the impacts of globalisation on people and the environment 	<ul style="list-style-type: none"> Debate/discussion and critical evaluation of the impact of TNC's on the global economy. Diamond 9 and peer discussion on the reasons for the acceleration of globalisation. Applying knowledge on globalisation to explain why Walmart decided to move their supply base to China. 	Containerisation, Cultural Homogenisation, Deregulation, Economic Integration, Foreign Direct Investment (FDI), Globalisation, Global Industry (Primary, Secondary, Tertiary, Quaternary), Supply Chain, Outsourcing, Protectionism, Sweatshop, Tariff, Trade, Transnational Corporation (TNC), Urbanisation, Globalisation, Interdependence, Environmental Degradation	<ul style="list-style-type: none"> Completed justified opinion line - Evaluate the activity of transnational corporations by answering the question 'are TNCs a good or bad thing for the global economy'? – teacher marked and assessed 	<ul style="list-style-type: none"> End of unit revision activities (mind maps, flash cards, knowledge organisers)
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Year 8

Curriculum Coherence

Population and migration allows students to consider how global population is increasing exponentially and with this comes challenges of how the world can cope. Along with this as population increases our globally connected village gets smaller leading to increased migration patterns. These patterns are often complex as are the impacts. These ideas are investigated with a UK based example along with a more contemporary global issue which requires evaluation and assessment. These key themes are applied synoptically throughout the curriculum moving forwards.

Investigating Lagos builds on the work in Development and Africa. The world is an increasingly urban village with over 50% of the world's population now living in urban areas. With this comes challenges and opportunities and these vary at different levels of development. This unit will focus on Lagos so as to begin to fully develop learners understanding of the key issues in NEE cities and how they can be managed. It is important that they are able to articulate the differences between urban areas in the UK and those in NEE's and LIC's. It is further developed by investigating the challenges and opportunities of growing NEE areas and how level of development might influence these along with the suitability of the methods of managing these areas.

The introduction of coastal geography is key at this point. It builds upon the work understood in the glaciation unit and is developed through the curriculum as part of the examination specifications. For students it is important to understand that we live on an island and are surrounded by coastline and these are dynamic places which are influenced by human activity. This unit develops the concepts of physical processes but in a coastal environment and the features that are found there. It's also important to understand the role and impact of human activity and settlement at the coast and how this can cause conflict and the need for management.

Water world considers how water is an essential component of life on the planet. It is fundamental to all human activities. This unit will allow students to understand a systems approach to the hydrological cycle before considering how a lack of water can have significant consequences for people, the economy and the environment. It follows the climate and change unit and will consider how this is affecting water scarcity and how this may make management of water scarcity more challenging. It has links to ecosystems and development and is built upon, especially at KS5 where water and conflict is studied in more depth.

Climate and change is introduced towards the end of year 8 as it becomes a further key concept that underpins the curriculum moving forward. Climate change is one of the most modern geographical concepts and also one of the most important. We live in an era of a 'climate emergency' and our learners will be aware of Greta Thunberg and maybe David Attenborough who are high profile climate campaigners. The unit focuses on anthropological climate change and allows students to understand the causes, impacts and potential solutions to this emergency and furthermore start to consider their role in this.

Medium Term Plan Title/Topic	Themes/Concepts	Key Core Knowledge Foci	Application/Skills Foci	Ambitious Tier 2/3 Vocabulary	Assessment	Independent Learning
Population and Migration	<ul style="list-style-type: none"> Geographical Skills Human processes Impacts of human processes at a variety of locations Managing geographical issues 	<ul style="list-style-type: none"> To explain issues linked to global population growth Assess the reasons for migration patterns globally Evaluate how migration can cause positive and negative impacts and how these need to be managed. 	<ul style="list-style-type: none"> Class discussion based on tackling misconceptions around migration and refugees. Interpreting data on birth rate, death rate and migration and identifying trends and patterns. Writing persuasive arguments on issues related to population and migration. 	Ageing Population, Birth Rate, Borders, Death Rate (Mortality Rate), Dependency Ratio, Demographic Transition, Emigration, Fertility Rate, Immigration, Infant Mortality Rate, Life Expectancy, Migration (internal migration and international migration), Natural Increase, Overpopulation, Population Density, Population Pyramid, Push and Pull Factors, Youthful population, Pension, Refugee,	<ul style="list-style-type: none"> Assessment question - What are the positive and negatives of Eastern European Migration to the UK? (6) – teacher marked and assessed Unit contributes to Population, migration and Lagos Summative Assessment (40 marks) 	<ul style="list-style-type: none"> End of unit revision activities (mind maps, flash cards, knowledge organisers)

Welcome to Lagos	<ul style="list-style-type: none"> Geographical Skills Human processes Impacts of human processes at a variety of locations Managing geographical issues 	<ul style="list-style-type: none"> To explain what urbanisation is and reasons for the global pattern of urbanisation Evaluate challenges and opportunities in a mega city Assess the success of planning strategies in a NEE mega city 	<ul style="list-style-type: none"> Class debate/discussion on whether Makoko (a slum in Lagos) should be demolished. Interpreting graphs and chart which display Lagos population statistics and explaining the reasons behind the patterns. Understanding and comparing the conditions of slum life compared with developed neighbourhoods in Lagos. 	Informal Economy, Infrastructure, Megacity, Migrant, Natural increase, Population Density, Rapid Urbanisation, Rural to urban migration, Sanitation, Slum, Squatter Settlement, Informal housing, Traffic Congestion, Urbanisation, NEE, Cholera, Urban sprawl, Makoko, Overcrowding, Traffic congestion, gentrification, urban regeneration	<ul style="list-style-type: none"> Assessment question – ‘What are the opportunities and challenges of urban growth in Lagos?’ (6) – teacher marked and assessed Population, migration and Lagos Summative Assessment (40 marks) 	<ul style="list-style-type: none"> End of unit revision activities (mind maps, flash cards, knowledge organisers)
Coasts	<ul style="list-style-type: none"> Geographical Skills Fieldwork Physical processes Impacts of physical processes at a variety of locations Managing geographical issues 	<ul style="list-style-type: none"> Explain the physical processes associated with coasts. To explain the formation of coasts landforms Evaluate strategies to manage coasts flooding 	<ul style="list-style-type: none"> A variety of map skills such as identifying coastal features such as bays and headlands and using additional information to choose the most appropriate coastal defence for a certain location. Coastal fieldwork in which we measure the beach profile of two beaches and explain why they have a different shape. Debating issues around the most appropriate coastal management technique for a specific area and considering when to use managed retreat. 	Abrasion, Arch, Attrition, Backwash, Bar, Bay, Beach, Beach nourishment, Beach reprofiling, Biological weathering, Cave, Chemical weathering, Cliff, Coastal management, Coastal realignment, Constructive waves, Deposition, Destructive waves, Erosion, Fetch, Freeze-thaw weathering, Gabions, Geology, Groyne, Hard engineering, Headland, Hydraulic action, Longshore drift, Mass movement, Mechanical weathering, Mudflats, Recurved, Rock armour, Rockfall, weathering, Sea wall, Soft engineering, Spit, Stack, Stump, Swash, Transportation, Wave-cut notch, Wave-cut platform	<ul style="list-style-type: none"> Written response to work on if Mappleton should be defended – teacher marked and assessed Unit contributes to Coasts and Water World Summative Assessment (40 marks) 	<ul style="list-style-type: none"> End of unit revision activities (mind maps, flash cards, knowledge organisers)
Water World	<ul style="list-style-type: none"> Geographical Skills Physical processes Impacts of physical processes at a variety of locations Human processes Impacts of human processes at a variety of locations Managing geographical issues Making geographical decisions 	<ul style="list-style-type: none"> Evaluate the impacts of water scarcity Assess the strategies for managing water stress and scarcity Evaluate whether the reservoir in Oxfordshire should go ahead? 	<ul style="list-style-type: none"> 	Evaporation, Transpiration, Condensation, Precipitation, Groundwater Recharge, Aquifer, Runoff, Infiltration, Interception, Soil Moisture, Percolation, Evapotranspiration, Baseflow, Surface Runoff, Climate Change, Deforestation, Urbanisation, Over-Abstraction, Desertification, Water Scarcity, Water Stress, Virtual Water, Water transfer, Green water, grey water, Drought, Dams and reservoirs, Hard Engineering, Mega-fix, Soft Engineering, Non-Governmental Organisations	<ul style="list-style-type: none"> Water DME ‘Do you think that the proposed reservoir at Abingdon should go ahead?’ (9marks+ 3 SPAG) – teacher marked and assessed. Coasts and Water World Summative Assessment (40 marks) 	<ul style="list-style-type: none"> End of unit revision activities (mind maps, flash cards, knowledge organisers)
Climate and Change	<ul style="list-style-type: none"> Geographical Skills Physical processes Impacts of physical processes at a variety of locations Human processes Impacts of human processes at a variety of locations 	<ul style="list-style-type: none"> Explain the human causes of climate change Evaluate the impacts of climate change Evaluate the responses to climatic hazards 	<ul style="list-style-type: none"> Contemporary debate on whether Greta Thunberg’s view of climate change is legitimate and justifiable. Applying knowledge on natural and human causes of climate change to answer whether current trends of temperature rise are natural or anthropogenic – this requires a 	Adaptation, Alternative energy, Atmosphere, Axial tilt, Carbon capture and storage (CCS), Carbon dioxide, Carbon sinks, Climate change, Eccentricity, Enhanced greenhouse effect, Fossil fuel, Global warming, Greenhouse effect, Greenhouse gas, Ice cores, Milankovitch cycle, Mitigation,	<ul style="list-style-type: none"> Assessment question – ‘<u>Mitigation methods are better than adaption. How far do you agree with this statement?</u>’ (6) – teacher marked and assessed. 	<ul style="list-style-type: none"> End of unit revision activities (mind maps, flash cards, knowledge organisers)

	<ul style="list-style-type: none"> Managing geographical issues 		<p>critical analysis of the information and data.</p> <ul style="list-style-type: none"> Working as a team to produce a diagram of the greenhouse effect then working as a team to become familiar with tier 3 vocabulary to be able to deploy this confidently and appropriately. 	<p>Nitrous oxide, Quaternary period, Renewable energy, Solar flare, Solar radiation, Sunspots, Volcanic eruption, Tipping point,</p>		
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Year 9

Curriculum Coherence

The country study of Brazil investigates a complex and varied country and has links to urban areas and ecosystems which are further developed in the curriculum. Rio and the Amazon are the key focusses of the topic and it heavily leans on the human actions that have both local and global impacts such as rapid urbanisation and deforestation.

Tectonics introduces our hazardous and risky world along with an introduction to physical processes but over a more geological timeframe. We live in an increasingly risky world and many of these hazards are linked to tectonic activity. Learning Cycle 2 considers the range of reasons why some tectonic disasters are more significant than others and is challenging as will investigate more reasons than simply magnitude or level of development. Learning Cycle 3 considers such hazards and how these differ between countries at different levels of development.

The investigation of China allows students to investigate one of the fastest growing economies in the world and increasingly important players on the global stage. This unit allows students to evaluate the country against a range of criteria along with being introduced to the question of superpower status which lays the foundations for future KS5 learning. It will provide a wider understanding of life in NEE nations considering inequalities within a country, inequalities between different groups of people within a country, the global significance of the growing economies at a range of scale. A wider consideration of development in this unit with place specific examples.

The purpose of studying Galapagos is for students to build on knowledge of the physical processes and develop new knowledge of how physical process create unique ecosystems. Students will also develop their understanding of how human actions can have an impact on physical processes and how these actions can be managed to reduce negative impacts. By studying this unit students should be able differentiate how the impacts of human actions vary at a variety of scales. The students are learning it to allow them to make evaluative judgments and to understand key human and physical processes which allows them to access powerful knowledge. The key concepts, learning cycles and skills developed this half term build upon student's prior knowledge and is important for them to access the future learning cycles exploring physical and human geography in year 10. In particular the unit will provide students with knowledge to access the ecosystems, Tropical Rainforests and Cold Environments work in the KS4 curriculum.

The final unit introduces the fieldwork process to students. Fieldwork based on biodiversity around the school site then allows students to investigate geography in a real world setting and make links between their classroom learning and the world in which they live meaning it creates the opportunity to learn outside the classroom and build upon the theoretical knowledge accumulated. It allows students to formulate a structured report which focusses on answering a key question independently which their own evidence and research. This fieldwork is based on the processes and approached vita to conducting a geographical investigation. The fieldwork structure that mirrors the process required to fulfil ambitious fieldwork at KS4.

Medium Term Plan Title/Topic	Themes/Concepts	Key Core Knowledge Foci	Application/Skills Foci	Ambitious Tier 2/3 Vocabulary	Assessment	Independent Learning
The Geography of Brazil	<ul style="list-style-type: none"> Geographical Skills Human processes Impacts of human processes at a variety of locations Managing geographical issues Making geographical decisions 	<ul style="list-style-type: none"> Explain to the importance of Brazil both regionally and internationally Investigate economic structure and apply this to understand how it leads to rapid urbanisation and the opportunities and challenges this creates Assess the significance of the Amazon Rainforest and reasons for and impacts of deforestation 	<ul style="list-style-type: none"> Debate whether we should continue eating beef from McDonalds (which is mostly sourced from the Amazon). This involves a process in which we reflect on how our actions may influence people around the world. Through deployment of critical evaluation, decide whether the Belo Monte dam should have been built. Students will need to weigh up the positives and negatives and consider multiple perspectives on the dam to answer this question well. Students will apply the concepts of sustainability and successful management to a variety of case 	<p>Drought, Affluent, Dams, Population, Human Development Index, Primary Industry, Secondary Industry, Tertiary Sector, Quaternary Sector, Post-Industrial Economy, Rainforest, Climate, Forest Floor, Under Canopy, Canopy, Emergent, Buttress Roots, Drip Tips, Deforestation, Cattle Ranching, Agriculture, Indigenous, Amazonian dark earths, Ecotourism, Rubber tapping, Shifting cultivation, Urban, Urbanisation, Natural Increase, Rural to Urban Migration, Birth Rate, Death Rate, Favela, Sanitation, Formal Economy, Informal Economy</p>	<ul style="list-style-type: none"> Belo Monte DME. 'Brazil finished construction of the Belo Monte Dam in 2016. Do you agree with this decision? (9+3) – teacher marked and assessed. Unit contributes to Brazil and Tectonics Summative Assessment (40 marks) 	<ul style="list-style-type: none"> End of unit revision activities (mind maps, flash cards, knowledge organisers)

			studies on how the Amazon can be managed. Students will use this knowledge to assess how successful these management strategies are.			
Tectonics – a hazardous world	<ul style="list-style-type: none"> Geographical Skills Physical processes Impacts of physical processes at a variety of locations Managing geographical issues Making geographical decisions 	<ul style="list-style-type: none"> Explain the physical process associated with tectonic hazards Evaluate the impacts and responses to a variety of tectonic hazards and the factors that affect this Evaluate the ways of managing tectonic hazards and how effective these might be 	<ul style="list-style-type: none"> A class debate/discussion on the topic of which factor is the most important when studying the impacts of tectonic hazards. Students learn about the relationship between plate tectonics and the different hazards which exist at each. This engages the critical and sceptical lens in which students apply this knowledge to case study examples of New Zealand and Haiti. Students critically assess the reasons why people live in tectonically active areas and decide which reason is the most significant. 	Composite volcanoes, Conservative plate margin, Constructive plate margin, Continental crust, Convection current, Core, Destructive plate margin, Earthquake, Fold mountains, Geothermal energy, Hot spots, Immediate response, Lava, Long-term response, Magma, Management strategies Mantle, Monitoring, Oceanic, Crust, Disaster planning, Plate margin, Prediction, Primary effect, Protection, Secondary effects, Shield volcano, Slab pull, Subduction, Tectonic hazard, Tectonic plate, Tsunami	<ul style="list-style-type: none"> Assessment question - To what extent is level of development the biggest factor in explaining the differences between similar earthquake events? (6) – teacher marked and assessed Brazil and Tectonics Summative Assessment (40 marks) 	<ul style="list-style-type: none"> End of unit revision activities (mind maps, flash cards, knowledge organisers)
The Geography of China	<ul style="list-style-type: none"> Geographical Skills Human processes Impacts of human processes at a variety of locations Managing geographical issues 	<ul style="list-style-type: none"> Explain the importance of China both regionally and internationally Consider the social, economic and environment context of both countries Evaluate which of the two are the most likely next Superpower 	<ul style="list-style-type: none"> Students engage in a debate regarding the effectiveness and success of the ‘One Child Policy’ whereby students must justify their opinion with reference to statistics and facts. Students apply their knowledge to case study examples such as the development of China to be a large industrial power. Students critically examine the economic development of China and decide whether this has been positive or negative. This is accompanied with a class debate/discussion. 	Misconceptions, Accuracy, Bias, Reliability, Relevance, Ecosystem, Desert, Urban, Urbanisation, Push factors, Pull factors, Communist, Special economic zones, Open door policy, One child policy, Population Distribution, Rural to Urban Migration, Natural Increase, Infanticide, Anti-natalist, Pro-natalist, Birth rate, Death Rate, Manufacturing, Culture, Transnational Corporation, Technology Hub, Trade Wars, Tariffs, Quotas, Protectionist, Free Trade, Colonialism, Neo-colonialism	<ul style="list-style-type: none"> Assessment question ‘Chinas One Child Policy was a success. How far do you agree with this statement?’ (6) – teacher marked and assessed Unit contributes to China and Galapagos Summative Assessment (40 marks) 	<ul style="list-style-type: none"> End of unit revision activities (mind maps, flash cards, knowledge organisers)
Investigating Galapagos	<ul style="list-style-type: none"> Geographical Skills Physical processes Impacts of physical processes at a variety of locations Human processes Impacts of human processes at a variety of locations Managing geographical issues 	<ul style="list-style-type: none"> Explain the physical processes associated with the Galapagos Islands Evaluate the impacts of human processes on the Galapagos Islands Assess to what extent can the Galapagos Islands be managed sustainably? 	<ul style="list-style-type: none"> Students critically assess the threats to the Galapagos Islands and supported by their own justification, decide which threat is the most significant. Students apply their own knowledge of adaptations to understand why and how certain flora and fauna of the Galapagos have adapted to the environment. Students work together to explain the formation of the Galapagos and with facilitation from the teacher, explain why the Galapagos Islands are unique from a tectonics perspective. 	Tectonics, Mantle Plume, Hot Spot, Shield Volcano, Convection Currents, Island Chain, Flora, Fauna, Ecosystem, Habitat, Adaptations, Producers, Consumers, Food Chain, Food Web, Scavengers, Decomposers, Colonisation, Succession, Alien Species, Endemic Species, Pioneer Species, Intermediate Species, Climax Community, Ocean Currents, El-Nino, Evolution, Cargo, Deforestation, Tourists, Over fishing	<ul style="list-style-type: none"> Assessment questions- ‘Explain how The Galapagos Islands were formed (4) and Explain how the Galapagos Islands developed into a highly biodiverse ecosystem. (4) – Teacher marked and assessed 	<ul style="list-style-type: none"> End of unit revision activities (mind maps, flash cards, knowledge organisers)

					<ul style="list-style-type: none"> China and Galapagos Summative Assessment (40 marks) 	
Biodiversity at Garibaldi - Fieldwork	<ul style="list-style-type: none"> Geographical Skills Fieldwork Making geographical decisions 	<ul style="list-style-type: none"> A wilderness area is defined as being an area where no significant interactions have happened between humans and that area. Wilderness areas do still exist although their numbers have been significantly reduced over the last 200 years. To plan, carry out and evaluate fieldwork Key Question – How does the land use of the school site impact levels of biodiversity? 	<ul style="list-style-type: none"> Students work together to define their own definition of wilderness which demands communication and teamwork skills. Students undertake a fieldwork exercise in 3 different locations around school and do a range of data collection methods including: visual flora survey, visual fauna survey, visual habitat survey and sweep net survey. This is done collaboratively and sharing equipment such as nets, species ID sheets and magnifying glasses. Students present the data they collected on graphs and work together to analyse the data. 	Biodiversity, flora, fauna, Suitable question, select, record, primary data, secondary data, analyse, graph, sampling, systematic, random, stratified, conclusions, evaluations, composite	<p>Answer the Key Question –</p> <ul style="list-style-type: none"> How does the land use of the school site impact levels of biodiversity? <p>Answer Sub Questions -</p> <ul style="list-style-type: none"> What habitats does The Garibaldi School have? How biodiverse is The Garibaldi School? How could The Garibaldi School site be altered to improve biodiversity? Evaluate the fieldwork process. 	<ul style="list-style-type: none"> End of unit revision activities (mind maps, flash cards, knowledge organisers) Fieldwork write up – assessed in lesson

Curriculum Coherence

Urbanisation is a rapid and ongoing process. The world is an increasingly urban village with over 50% of the world's population now living in urban areas. With this comes challenges and opportunities and these vary at different levels of development. This unit will focus on Lagos so as to begin to fully develop learners understanding of the key issues in NEE cities and how they can be managed. It is important that they are able to articulate the differences between urban areas in the UK and those in NEE's and LIC's. The study of Rio, a megacity like Lagos, but has a more diverse set of issues and more wide ranging set of management methods due to Brazil being a more developed nation than Nigeria. Patterns of urbanisation are also used to highlight development issues and a specific urban management strategy is now considered. Urban change is then considered as opposed to urban growth and the study of London considers the process of urbanisation in this new context, this time in HIC and through the idea of urban change rather than growth. London is the city chosen and although the opportunities and challenges are very different in London to Rio they do still remain and therefore need to be managed. Students are introduced to regeneration here rather than Self Help Schemes but still need to be able to evaluate the success of this.

The study of ecosystems and global biomes follows. Global biomes are key in how they impact our lives yet they are fragile. This unit explores further the idea of ecosystem and interdependence but is based on the Amazon Rainforest. This is a biome of huge significance and students will consider the role it plays in providing goods and services globally and also its significance at a local scale – especially the reasons for and the impacts of deforestation. This will be followed by a consideration of a range of strategies of managing the ecosystem with a focus on evaluating the strengths and weaknesses of each. The previous context of studying the rainforests was as a DME. Now ideas taught in the framework of Amazon TRF and without the focussed underpinning of a DME question. Develops key ideas of ecosystems such as nutrient cycle and food chains. Cold environments are the contrasting ecosystem where similarities and differences can be examined between the two.

Physical processes are then investigated with the study of coasts and rivers. For both there is a developing understanding of the processes of erosion, mass movement and weathering which are now studied in greater depth with specific examples linked to coasts and rivers – a physical environment that has not been previously studied. A wide range of landform features are considered that are easily identifiable on the UK Landscape along with a more in-depth consideration of place specific examples of management. The idea of conflict between different players is investigated.

These units are followed up by fieldwork which allows students to investigate geography in a real-world setting and make links between their classroom learning and the world in which they live. This is done in the context of both local and national scales and within both a human and physical context. Relevance. Creates the opportunity to learn outside the classroom and build upon the theoretical knowledge accumulated. It allows students to formulate a structured report which focusses on answering a key question independently which their own evidence and research. This fieldwork is based at the Holderness Coast and focussed on the processes and approached via to conducting a geographical investigation. The key question investigated is 'To what extent does coastal management at Mapleton affect physical processes?' The same process and structure are followed but now in the context of real-world physical geography and an issue that they have studied.

Year 10	Curriculum Coherence					
	<p>Urbanisation is a rapid and ongoing process. The world is an increasingly urban village with over 50% of the world's population now living in urban areas. With this comes challenges and opportunities and these vary at different levels of development. This unit will focus on Lagos so as to begin to fully develop learners understanding of the key issues in NEE cities and how they can be managed. It is important that they are able to articulate the differences between urban areas in the UK and those in NEE's and LIC's. The study of Rio, a megacity like Lagos, but has a more diverse set of issues and more wide ranging set of management methods due to Brazil being a more developed nation than Nigeria. Patterns of urbanisation are also used to highlight development issues and a specific urban management strategy is now considered. Urban change is then considered as opposed to urban growth and the study of London considers the process of urbanisation in this new context, this time in HIC and through the idea of urban change rather than growth. London is the city chosen and although the opportunities and challenges are very different in London to Rio they do still remain and therefore need to be managed. Students are introduced to regeneration here rather than Self Help Schemes but still need to be able to evaluate the success of this.</p> <p>The study of ecosystems and global biomes follows. Global biomes are key in how they impact our lives yet they are fragile. This unit explores further the idea of ecosystem and interdependence but is based on the Amazon Rainforest. This is a biome of huge significance and students will consider the role it plays in providing goods and services globally and also its significance at a local scale – especially the reasons for and the impacts of deforestation. This will be followed by a consideration of a range of strategies of managing the ecosystem with a focus on evaluating the strengths and weaknesses of each. The previous context of studying the rainforests was as a DME. Now ideas taught in the framework of Amazon TRF and without the focussed underpinning of a DME question. Develops key ideas of ecosystems such as nutrient cycle and food chains. Cold environments are the contrasting ecosystem where similarities and differences can be examined between the two.</p> <p>Physical processes are then investigated with the study of coasts and rivers. For both there is a developing understanding of the processes of erosion, mass movement and weathering which are now studied in greater depth with specific examples linked to coasts and rivers – a physical environment that has not been previously studied. A wide range of landform features are considered that are easily identifiable on the UK Landscape along with a more in-depth consideration of place specific examples of management. The idea of conflict between different players is investigated.</p> <p>These units are followed up by fieldwork which allows students to investigate geography in a real-world setting and make links between their classroom learning and the world in which they live. This is done in the context of both local and national scales and within both a human and physical context. Relevance. Creates the opportunity to learn outside the classroom and build upon the theoretical knowledge accumulated. It allows students to formulate a structured report which focusses on answering a key question independently which their own evidence and research. This fieldwork is based at the Holderness Coast and focussed on the processes and approached via to conducting a geographical investigation. The key question investigated is 'To what extent does coastal management at Mapleton affect physical processes?' The same process and structure are followed but now in the context of real-world physical geography and an issue that they have studied.</p>					
Urbanisation and sustainable urban areas	<ul style="list-style-type: none"> Geographical Skills Human processes 	<ul style="list-style-type: none"> Explain patterns of urbanisation globally 	<ul style="list-style-type: none"> Students are able to use structure to describe the trends in graphs, using evidence to support this. 	Air pollution, Economic opportunities, Education, Employment, Favela, Formal	<ul style="list-style-type: none"> Urbanisation Exam Questions. All exam questions supported by 	<ul style="list-style-type: none"> Exam questions which are built into the work booklet

	<ul style="list-style-type: none"> Impacts of human processes at a variety of locations Managing geographical issues 	<ul style="list-style-type: none"> Assess a range of strategies aimed at managing urban areas in a sustainable manner. 	<ul style="list-style-type: none"> Students are able to use evidence to support an evaluation of the opportunities and challenges created by urban growth Students are able to use case study information to support an evaluation of the effectiveness of urban sustainability initiatives Students are able to use case study information and apply this to structured exam questions 	economy, Global city, Healthcare, Inequalities, Informal economy, Land use, Megacity, Natural increase, Pollution, pull factors, Push factors, Quality of life, Rural-urban migration, Sanitation, Service industries, Site and service scheme, Standard of living, Squatter settlement Sustainable urban living, Traffic congestion, Urban growth, Urbanisation, Waste management	visualiser feedback, model answers, student friendly mark schemes for better peer and self-assessment <ul style="list-style-type: none"> End of unit assessment - Section A of Paper 2. (33 marks) 	<ul style="list-style-type: none"> Complete end of unit revision booklet to summarise learning
Medium Term Plan Title/Topic	Themes/Concepts	Key Core Knowledge Foci	Application/Skills Foci	Ambitious Tier 2/3 Vocabulary	Assessment	Independent Learning
The Global Pattern of Urban Change and Urban Growth in Brazil	<ul style="list-style-type: none"> Geographical Skills Impacts of human processes at a variety of locations Managing geographical issues 	<ul style="list-style-type: none"> Describe the patterns of urbanisation globally. Evaluate the opportunities and challenges of living in Rio Assess the success of strategies to improve the quality of life for the urban poor 	<ul style="list-style-type: none"> Students are able to use map skills to apply locational and case study information to Brazil Students are able to use development indicators to suggest levels of development in Brazil Students are able to organise case study information into key sections of development Students are able to evaluate the successes and failures of the Favela Bairro project Students are able to use case study information and apply this to structured exam questions 	Air pollution, Economic opportunities, Education Employment, Favela Formal economy, Global city, Healthcare, Inequalities Informal economy, Land use, Megacity, Natural increase, Pollution, pull factors, Push factors, Quality of life, Rural-urban migration, Sanitation Service industries, Site and service scheme, Standard of living, Squatter settlement, Sustainable urban living, Traffic congestion, Urban growth, Urbanisation, Waste management	<ul style="list-style-type: none"> NEE Urban Areas Exam Questions. All exam questions supported by visualiser feedback, model answers, student friendly mark schemes for better peer and self-assessment End of unit assessment - Section A of Paper 2. (33 marks) 	<ul style="list-style-type: none"> Exam questions which are built into the work booklet Complete end of unit revision booklet to summarise learning
Urban Change in London	<ul style="list-style-type: none"> Geographical Skills Human processes Impacts of human processes at a variety of locations Managing geographical issues 	<ul style="list-style-type: none"> Evaluate the social, economic and environmental impacts of urban change in a HIC Assess the success of a regeneration strategy aimed at improving the quality of life in an urban area in a HIC 	<ul style="list-style-type: none"> Students are able to use map skills to describe population distribution in the UK Students are able to develop factual information to evaluate the significance on the UKs development Students are able to use development indicators to assess the inequalities in the UK Students are able to use case study information to assess the importance of migration to the UK Students are able to assess inequalities in the UK to suggest its impacts Students are able to use facts and figures for a case study on Urban Regeneration to evaluate its success Students are able to use case study information and apply this to structured exam questions 	Air pollution, Brownfield site, Dereliction, Economic development, Enterprise zone, Gentrification, Green belt, Greenfield site, High-tech industry, Integrated transport systems, Migration, Population density, Quaternary sector, Regeneration, Rural-urban fringe, Social deprivation, Social opportunities, Tertiary sector, Traditional industries, Traffic congestion, Urban greening, Urban sprawl	<ul style="list-style-type: none"> UK Urban Areas Exam Questions. All exam questions supported by visualiser feedback, model answers, student friendly mark schemes for better peer and self-assessment End of unit assessment - Section A of Paper 2. (33 marks) 	<ul style="list-style-type: none"> Exam questions which are built into the work booklet Complete end of unit revision booklet to summarise learning

			<ul style="list-style-type: none"> Students are able to debate the successes of the 2012 Olympics as a vehicle for regeneration 			
Ecosystems and Tropical Rainforests	<ul style="list-style-type: none"> Geographical Skills Physical processes Impacts of physical processes at a variety of locations Human processes Impacts of human processes at a variety of locations Managing geographical issues 	<ul style="list-style-type: none"> To explain the key processes occurring in small scale ecosystems Evaluate the causes and impacts of deforestation in the TRF biome Assess the success of management strategies in the TRF biome 	<ul style="list-style-type: none"> Students are able to use annotated diagrams and apply this to exam questions Students are able to apply their knowledge of interdependence to suggest outcomes of changes in ecosystems Students are able to use map skills to describe distribution Students are able to use graph skills to draw a climate graph for the Tropical Rainforest Students are able to evaluate the importance of the Tropical Rainforest to people and the environment Students are able to use graph skills to describe trends in Tropical Rainforest change Students are able to evaluate the different causes of deforestation based on scale and impacts Students are able to evaluate the effectiveness of management strategies for protecting the Tropical Rainforest Students are able to use case study information and apply this to structured exam questions 	Abiotic, Adaptation, Biodiversity, Biome, Biotic, Component, Coniferous forest, Consumer, Deciduous forest, Decomposer, Desert, Ecosystem, Flora, Fauna, Food chain, Food web, Global atmospheric circulation, Nutrient cycle, Producer, Savana grasslands, Temperate grasslands, Tropical rainforest, Tundra, Vegetation	<ul style="list-style-type: none"> Ecosystems and TRF Exam Questions. All exam questions supported by visualiser feedback, model answers, student friendly mark schemes for better peer and self-assessment. End of unit assessment - Section B of Paper 1. (25 marks) 	<ul style="list-style-type: none"> Exam questions which are built into the work booklet Complete end of unit revision booklet to summarise learning
Ecosystems and Cold Environments	<ul style="list-style-type: none"> Geographical Skills Physical processes Impacts of physical processes at a variety of locations Human processes Impacts of human processes at a variety of locations Managing geographical issues 	<ul style="list-style-type: none"> Evaluate the challenges and opportunities in cold environments Assess the success of management strategies in a cold environment 	<ul style="list-style-type: none"> Students are able to use map skills to describe the distribution of cold environments Students are able to use climate graphs to describe differences between Tundra and Polar environments Students are able to evaluate the opportunities and challenges for development in Alaska Students are able to apply wider knowledge to the impacts of exploiting oil resources in Alaska Students are able to evaluate the importance of Cold Environments to people and the environment Students are able to evaluate the effectiveness of management strategies in reducing the risk of harm to Cold Environments 	Accessibility, Adventure tourism, Arctic ocean, Conservation groups, Extreme temperatures, Fishing, Fragile, Geothermal energy, International agreements, Oil spill, Permafrost, Polar, Pollution, Tundra, Wilderness area	<ul style="list-style-type: none"> Ecosystems and Cold Environments Exam Questions. All exam questions supported by visualiser feedback, model answers, student friendly mark schemes for better peer and self-assessment. End of unit assessment - Section B of Paper 1. (25 marks) 	<ul style="list-style-type: none"> Exam questions which are built into the work booklet Complete end of unit revision booklet to summarise learning

			<ul style="list-style-type: none"> Students are able to use case study information and apply this to structured exam questions 			
UK Physical Landscapes – River Processes	<ul style="list-style-type: none"> Geographical Skills Physical processes Impacts of physical processes at a variety of locations Managing geographical issues 	<ul style="list-style-type: none"> Explain the physical processes associated with rivers which then leads to changes along the river profile To explain the formation of river landforms of erosion, transportation and deposition To evaluate strategies to manage river flooding linking to hydrographs 	<ul style="list-style-type: none"> Students are able to draw and annotate a diagram of the Hydrological Cycle Students are able to create an annotated model of a drainage basin Students are able to use the Burgess Model to explain the changes in the rivers long profile Students are able to create clearly annotated diagrams of the physical features found along a rivers long profile, including meanders, ox-bow lakes and waterfalls Students are able to use map skills and apply them to exam questions Students are able to understand and use flood hydrographs to explain the factors that affect flood risk Students are able to assess the effectiveness of management strategies in reducing the risk of flooding along UK rivers 	Abrasion, Alluvium, Attrition, Channel, Channel straightening, Confluence, Course, Cross profile, Dam, Deforestation,, Deposition, Discharge, Drainage basin, Embankment, Estuary, Flash flood, Flood relief channel, Floodplain, Floodplain zoning, Gorge, Hard engineering, Hydraulic action, Hydrograph, Interlocking spurs, Lateral erosion, Levee, Load, Long profile, Meander, Mouth, Mudflats, Ox-bow lake, Plunge pool, Precipitation, Reservoir, River restoration, Saltation, Salt marshes, Soft engineering, Solution, Source, Suspension, Time lag, Traction, Transportation, Tributary, Velocity, Vertical erosion, V-shaped valley, Waterfall, Watershed	<ul style="list-style-type: none"> Coasts Exam Questions. All exam questions supported by visualiser feedback, model answers, student friendly mark schemes for better peer and self-assessment End of unit assessment - Section C of Paper 1. (30 marks) 	<ul style="list-style-type: none"> Exam questions which are built into the work booklet Complete end of unit revision booklet to summarise learning
UK Physical Landscapes – Coastal Processes and Coastal Fieldwork	<ul style="list-style-type: none"> Geographical Skills Physical processes Impacts of physical processes at a variety of locations Managing geographical issues 	<ul style="list-style-type: none"> Explain the physical processes associated with coasts which then leads to coastal recession To explain the formation of coastal landforms of erosion, transportation and deposition To evaluate strategies to manage coasts considering hard and soft engineering along with strategic realignment 	<ul style="list-style-type: none"> Students are able to use annotated diagrams to show the impacts of physical processes on coastal landscapes Students are able to use map skills to suggest the impacts of geology on the absence/presence of coastal features Students are able to use annotated diagrams to explain the formation of physical features found at the coast, including caves, arches, stacks, stumps, spits, bars and sand dunes Students are able to use map skills and apply them to exam questions Students are able to assess the effectiveness of management strategies in protecting coastal towns and cities 	Abrasion, Arch, Attrition, Backwash, Bar, Bay, Beach, Beach nourishment, Beach reprofiling, Biological weathering, Cave, Chemical weathering, Cliff, Coastal management, Coastal realignment, Concordant coastline, Constructive waves, Deposition, Destructive waves, Discordant coastline, Dune, Dune regeneration, Dune stabilisation, Erosion, Fetch, Freeze-thaw weathering, Gabions, Geology, Groyne, Hard engineering, Headland, Hydraulic action, Longshore drift, Marram grass, Mass movement, Mechanical weathering, Mudflats, Rock armour, Rockfall, Salt weathering, Saltation, Salt marsh, Sea wall, Soft engineering, Solution, Spit, Stack, Stump, Suspension, Swash, Traction, Transportation, Wave-cut notch, Wave-cut platform	<ul style="list-style-type: none"> Coasts Exam Questions. All exam questions supported by visualiser feedback, model answers, student friendly mark schemes for better peer and self-assessment End of unit assessment - Section C of Paper 1. (30 marks) 	<ul style="list-style-type: none"> Exam questions which are built into the work booklet Complete end of unit revision booklet to summarise learning
Physical Fieldwork – How and why does coastal	<ul style="list-style-type: none"> Geographical Skills Fieldwork Physical processes 	<ul style="list-style-type: none"> How does coastal fieldwork at 	<ul style="list-style-type: none"> How does coastal fieldwork at Mappleton affect physical processes? 	Suitable question, select, record, primary data, secondary data, analyse, graph, sampling,	<ul style="list-style-type: none"> Whole class feedback in class post fieldtrip 	<ul style="list-style-type: none"> Complete fieldwork summary sheets

management affect physical processes at the coast?	<ul style="list-style-type: none"> • Impacts of physical processes at a variety of locations • Managing geographical issues 	Mappleton affect physical processes?	<ul style="list-style-type: none"> • Design a title, hypotheses and sub questions • Provide a context to their study • Design and implement a methodology to collect both primary and secondary data • Present data collected including use of statistical tests and GIS • Analyse data collected so as to reach justified conclusions • Evaluate the study 	systematic, random, stratified, conclusions, evaluations. Abrasion, Arch, Attrition, Backwash, Bar, Bay, Beach, Beach nourishment, Beach reprofiling, Biological weathering, Cave, Chemical weathering, Cliff, Coastal management, Coastal realignment, Concordant coastline, Constructive waves, Deposition, Destructive waves, Discordant coastline, Dune, Dune regeneration, Dune stabilisation, Erosion, Fetch, Freeze-thaw weathering, Gabions, Geology, Groyne, Hard engineering, Headland, Hydraulic action, Longshore drift, Marram grass, Mass movement, Mechanical weathering, Mudflats, Recurved, Rock armour, Rockfall, Salt weathering, Saltation, Salt marsh, Sea wall, Soft engineering, Solution, Spit, Stack, Stump, Suspension, Swash, Traction, Transportation, Wave-cut notch, Wave-cut platform	<ul style="list-style-type: none"> • End of unit assessment - Section B of Paper 3. Seen and Unseen Fieldwork (39 marks) 	<ul style="list-style-type: none"> • Learn model answers provided ahead of exam
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Curriculum Coherence

The study of tectonic hazards is a development of understanding tectonic theory and the physical processes but over a more geological timeframe. We live in an increasingly risky world and many of these hazards are linked to tectonic activity. Learning Cycle 2 considers the responses to such hazards and how these differ between countries at different levels of development (see developed by) and a wide range of mitigation and adaption strategies are considered along with their suitability for differing nations. The units builds depth by considering all four plate boundaries which are now discussed and the differential impacts at each considered. Impacts of earthquakes at two nations of different levels of development are studied but now students are asked to consider how a greater range of factors may be discussed such as population density and magnitude. Specific examples of management are now divided into mitigation and adaption. Weather hazards follows as an understanding of the physical processes involved with the formation of tropical storms is studied. The units consider the responses to such hazards and how these differ between countries at different levels of development (see developed by) and a wide range of mitigation and adaption strategies are considered along with their suitability for differing nations. Hazards concludes with the study of changing climate. Students are now asked to consider longer term climate change and the natural causes in the context of contemporary climate change and be able to evaluate how modern changes link to this. Mitigation and Adaption develop an understanding and evaluation of how climate change can be managed and UK weather is considered in greater depth when linked to global changes in weather patterns.

Development has underpinned many aspects of physical and human geography. It is the basic cause and reason for different event impacts and responses to a wider range of geographical events and throughout a student's geographical journey it will have been a consideration in almost all of their learning and key themes. It is now developed further by considering compound measures of development and how they are effective. Students also evaluate a greater range of methods of reducing the development gap and evaluates these with a focus on the roles of TNC's and Tourism. Two issues are then considered. Firstly, students investigate a growing economy in Nigeria. Nigeria is the fastest growing economies in the world and an increasingly important player on the global stage. This unit allows students to evaluate significance of Nigeria's development against a range of criteria. This builds on a range of prior learning but begins to consider the continent of Africa and the future of the world's continent with the lowest level of development. This case study develops understanding of the consideration of quality of life in a NEE with a place specific context. Key ideas such as the changing industrial structure and balance between different sectors of the economy, how manufacturing industry can stimulate economic development and the role of transnational corporations (TNCs) in relation to this. Students will also consider the changing political and trading relationships with the wider world of Nigeria and also evaluate the social and the environmental impacts of economic development.

These units are followed up by fieldwork which allows students to investigate geography in a real-world setting ad make links between their classroom learning and the world in which they live. This is done in the context of both local and national scales and within both a human and physical context. Relevance. Creates the opportunity to learn outside the classroom and build upon the theoretical knowledge accumulated. It allows students to formulate a structured report which focusses on answering a key question independently which their own evidence and research. This fieldwork is based in Nottingham and focussed on the processes and approach to conducting a geographical investigation. The key question investigated is 'How and why does quality of life vary in Nottingham?' The same process and structure are followed but now in the context of real-world physical geography and an issue that they have studied.

Year 11

The final units consider resources both within the UK and globally. Resource use is a key theme of consumerism and globalisation. To be able to study this in the context of the UK allows students to be able consider their role as users of essential resources and how their behaviour and actions impacts us locally, nationally and globally. The concept of sustainability and globalisation run through this unit as does the study of water stress and scarcity. Energy and food are also considered as the other two essential resources and trends and patterns over time are now investigated along with contemporary issues such as renewable energy, nuclear power, fracking, organic food, food miles, water transfer schemes etc All these issues allow for students to engage in greater depth with geographical issues that are relevant to themselves. Global energy issues are then considered. Energy has been studied in the context of climate change previously and is developed here by looking in greater depth at how energy use can speed up or potential slow down the process of climate change. Providing a renewable source of energy is considered and evaluated and small-scale energy projects in LICs are now studied while considering the need for reliable energy supplies to aid economic development and growth

Medium Term Plan Title/Topic	Themes/Concepts	Key Core Knowledge Foci	Application/Skills Foci	Ambitious Tier 2/3 Vocabulary	Assessment	Independent Learning
The Challenge of Natural Hazards – Tectonics	<ul style="list-style-type: none"> Geographical Skills Physical processes Impacts of physical processes at a variety of locations Human processes Impacts of human processes at a variety of locations Managing geographical issues 	<ul style="list-style-type: none"> Explain the physical processes leading to earthquakes and volcanoes Evaluate the impacts of tectonic hazards at countries of differing levels of development Evaluate the range of management strategies used to reduce the impacts of tectonic hazards 	<ul style="list-style-type: none"> Students are able to evaluate the significance of factors affecting vulnerability to hazards Students are able to draw annotated diagrams showing the structure of the Earth Students are able to draw annotated diagrams showing the processes at individual plate boundaries Students are able to use map skills to describe the locations of tectonic hazards Students are able to evaluate the different impacts between HIC and LIC tectonic events Students are able to evaluate the responses to tectonic events in a HIC and LIC Students are able to evaluate the reasons why people continue to live in risky areas Students are able to evaluate the importance of Planning, Prediction, Protection and Monitoring in reducing the impacts of tectonic hazards Students are able to use case study information and apply this to structured exam questions 	Governance, Composite volcanoes, Conservative plate margin, Constructive plate margin, Continental crust, Convection current, Core, Destructive plate margin, Earthquake, Fold mountains, Geothermal energy, Hot spots, Immediate response, Lava, Long-term response, Magma, Management strategies Mantle, Monitoring, Oceanic, Crust, Disaster planning, Plate margin, Prediction, Primary effect, Protection, Secondary effects, Shield volcano, Slab pull, Subduction, Tectonic hazard, Tectonic plate, Tsunami	<ul style="list-style-type: none"> Tectonic Exam Question. All exam questions supported by visualiser feedback, model answers, student friendly mark schemes for better peer and self-assessment End of unit assessment - Section A of Paper 1. (33marks) 	<ul style="list-style-type: none"> Exam questions which are built into the work booklet Complete end of unit revision booklet to summarise learning
The Challenge of Natural Hazards – Weather Hazards	<ul style="list-style-type: none"> Geographical Skills Physical processes Impacts of physical processes at a variety of locations Human processes Impacts of human processes at a variety of locations Managing geographical issues 	<ul style="list-style-type: none"> Explain the physical processes leading to tropical storms Evaluate the impacts of tropical storms at countries of differing levels of development Evaluate the range of management strategies used to reduce the impacts of tropical storms 	<ul style="list-style-type: none"> Students are able to use annotated diagrams to explain the reasons for weather events Students are able to create a Global Atmospheric Circulation Model Students are able to use map skills to describe the distribution of tropical storms Students are able to categorise impacts and responses to tropical storms 	Aid, Atmospheric circulation, Cells (Polar, Ferrell, Hadley), Climate, Climate change, Coriolis effect, Depressions, Drought, Equator, Evacuation, Extreme weather, Eye (of the storm), Eye wall, Flood risk, Flood, Global warming, Heatwave, Immediate response, Jet stream, Latitude, Longitude, Long-term effect, Monitoring, Planning, Hazard prediction, High air pressure, Primary effects, Protection, Saffir-Simpson scale,	<ul style="list-style-type: none"> Weather Hazard Exam Question. All exam questions supported by visualiser feedback, model answers, student friendly mark schemes for better peer and self-assessment End of unit assessment - Section A of Paper 1. (33marks) 	<ul style="list-style-type: none"> Exam questions which are built into the work booklet Complete end of unit revision booklet to summarise learning

			<ul style="list-style-type: none"> Students are able to evaluate the impacts and responses to Typhoon Haiyan Students are able to evaluate the importance of Planning, Predication, Protection and Monitoring in reducing the impacts of Tropical Storms Students are able to evaluate the impacts of and responses to extreme weather in the UK Students are able to use case study information and apply this to structured exam questions 	Secondary effects Storm surge, Tropical storm (hurricane, cyclone, typhoon), Tropic of cancer, Tropic of Capricorn, Weather, Weather warning		
The Challenge of Natural Hazards – Climate Change	<ul style="list-style-type: none"> Geographical Skills Physical processes Impacts of physical processes at a variety of locations Human processes Impacts of human processes at a variety of locations Managing geographical issues 	<ul style="list-style-type: none"> Explain the causes of climate change at a range of temporal scales Evaluate mitigation and adaption strategies used to reduce the impacts of climate change Explain how climate change leads to increasingly extreme weather in the UK 	<ul style="list-style-type: none"> Students are able to use graphs to describe and explain changes in historic and recent climate change Students are able to draw and annotate diagrams which explain anthropogenic climate change Students are able to develop detailed explanations about the impacts of climate change on people and the environment and evaluate their severity Students are able to evaluate the advantages and disadvantages of methods used to adapt to or mitigate against climate change and be able to develop a detailed argument in support of one or the other Students are able to use case study information and apply this to structured exam questions 	Adaptation, Alternative energy, Atmosphere, Axial tilt, Anthropogenic, Carbon capture and storage (CCS), Carbon dioxide, Carbon sinks, Climate change, Eccentricity, Enhanced greenhouse effect, Fossil fuel, Global warming, Greenhouse effect, Greenhouse gas, Ice cores, Milankovitch cycle Mitigation, Nitrous oxide, Quaternary period, Renewable energy, Solar flare, Solar radiation, Sunspots, Volcanic eruption	<ul style="list-style-type: none"> Climate Change Exam Question - All exam questions supported by visualiser feedback, model answers, student friendly mark schemes for better peer and self-assessment End of unit assessment - Section A of Paper 1. (33marks) 	<ul style="list-style-type: none"> Exam questions which are built into the work booklet Complete end of unit revision booklet to summarise learning
Human Fieldwork – How and why does quality of life vary in Nottingham?	<ul style="list-style-type: none"> Geographical Skills Fieldwork Human processes Impacts of human processes at a variety of locations Managing geographical issues Making geographical decisions 	<ul style="list-style-type: none"> How and why does quality of life vary in Nottingham? 	<ul style="list-style-type: none"> How and why does quality of life vary in Nottingham? Design a title, hypotheses and sib questions Provide a context to their study Design and implement a methodology to collect both primary and secondary data Present data collected including use of statistical tests and GIS Analyse data collected so as to reach justified conclusions Evaluate the study 	Suitable question, select, record, primary data, secondary data, analyse, graph, sampling, systematic, random, stratified, conclusions, evaluations. Air pollution, Economic opportunities, Education, Employment, Favela, Formal economy, Global city, Healthcare, Inequalities, Informal economy, Land use, Megacity, Natural increase, Pollution, pull factors, Push factors, Quality of life, Rural-urban migration, Sanitation, Service industries, Site and service scheme, Standard of living, Squatter settlement Sustainable urban living, Traffic congestion,	<ul style="list-style-type: none"> Whole class feedback in class post fieldtrip End of unit assessment - Section B of Paper 3. Seen and Unseen Fieldwork (39 marks) 	<ul style="list-style-type: none"> Complete fieldwork summary sheets Learn model answers provided ahead of exam

				Urban growth, Urbanisation, Waste management		
Economic development, quality of life and reducing the development gap	<ul style="list-style-type: none"> Geographical Skills Human processes Impacts of human processes at a variety of locations Managing geographical issues 	<ul style="list-style-type: none"> To explain using evidence there are global variations in the levels of development Evaluate range of strategies to narrow the development gap 	<ul style="list-style-type: none"> Students are able to use map skills to describe differences in global levels of development Students are able to use development indicators to suggest levels of development in individual countries and suggest the impacts of these Students are able to evaluate the effectiveness of development indicators in accurately representing a countries level of development Students are able to describe the demographic transition model and apply prior knowledge to understand its role in a countries development Students are able to categorise and evaluate the causes of the development gap Students are able to evaluate strategies used to narrow the development gap Students are able to evaluate the effectiveness of Trans National Corporations and Tourism in narrowing the development gap, applying specific case study knowledge Students are able to use case study information and apply this to structured exam questions 	<p>Aid, Birth rate, Climate, Colonialism, Death rate Debt crisis, Deforestation, Demographic transition model (DTM), Development, Development gap, Developmental aid, Ecotourism Emigration, Emergency aid Employment structure, Fairtrade, Free trade, Gross domestic product (GDP), Gross national income (GNI), Human development index (HDI), Immigration, Infant mortality rate, Intermediate technology, International aid, Landlocked, Life expectancy, Literacy rate, Loan, Manufacturing, Microfinance loan, Migration, Multiplier effect, Natural population change, Newly emerging economies (NEE), Non-governmental organisation (NGO), Population pyramid, Population structure, Primary products, Quality of life, Sustainability, Tertiary sector, Tourism, Trade, Trading group Transnational corporation (TNC)</p>	<ul style="list-style-type: none"> Development and Development Gap Exam Questions. All exam questions supported by visualiser feedback, model answers, student friendly mark schemes for better peer and self-assessment End of unit assessment - Section B of Paper 2. (30 marks) 	<ul style="list-style-type: none"> Exam questions which are built into the work booklet Complete end of unit revision booklet to summarise learning
Economic Growth in a NEE – Nigeria	<ul style="list-style-type: none"> Geographical Skills Human processes Impacts of human processes at a variety of locations Managing geographical issues 	<ul style="list-style-type: none"> Assess the significance of a growing economy in Africa on its people and surrounding areas Evaluate the impacts of economic growth on people, the environment and the changing place in the world 	<ul style="list-style-type: none"> Students are able to use map skills to describe the location of Nigeria and its key human and physical features Students are able to evaluate the social, cultural, economic, environmental and political factors affecting the levels of development in Nigeria Students are able to use graph skills to describe changes in Nigeria’s levels of development over time Students are able to evaluate the impacts of TNCs on development within Nigeria Students are able to evaluate how trade, aid and debt are affecting the Nigerian economy 	<p>Aid, Birth rate, Climate, Colonialism, Death rate Debt crisis, Deforestation, Demographic transition model (DTM), Development, Development gap, Developmental aid, Ecotourism Emigration, Emergency aid Employment structure, Fairtrade, Free trade, Gross domestic product (GDP), Gross national income (GNI), Human development index (HDI), Immigration, Infant mortality rate, Intermediate technology, International aid, Landlocked, Life expectancy, Literacy rate, Loan, Manufacturing, Microfinance loan, Migration, Multiplier effect,</p>	<ul style="list-style-type: none"> Nigeria – Growing NEE Economy Exam Questions. All exam questions supported by visualiser feedback, model answers, student friendly mark schemes for better peer and self-assessment End of unit assessment - Section B of Paper 2. (30 marks) 	<ul style="list-style-type: none"> Exam questions which are built into the work booklet Complete end of unit revision booklet to summarise learning

			<ul style="list-style-type: none"> Students are able to evaluate the significance of the role of China in Nigeria Students are able to evaluate the environmental issues created by economic growth in Nigeria Students are able to use graph skills to outline the changes in quality of life in Nigeria Students are able to evaluate inequalities in the quality of life in different geographic regions of Nigeria Students are able to use case study information and apply this to structured exam questions 	<p>Natural population change, Newly emerging economies (NEE), Non-governmental organisation (NGO), Population pyramid, Population structure, Primary products, Quality of life, Sustainability, Tertiary sector, Tourism, Trade, Trading group Transnational corporation (TNC)</p>		
Economic Change in a HIC – UK	<ul style="list-style-type: none"> Geographical Skills Human processes Impacts of human processes at a variety of locations Managing geographical issues 	<ul style="list-style-type: none"> Explain the changes in the UK economy over time Assess the impacts of changing UK economy on a range of locations considering social, economic and environmental factors. Assess the strategies used to develop the UK economy and reduce disparities between different regions in the UK 	<ul style="list-style-type: none"> Students are able to describe how the structure of the UK economy has changed using annotated graphs Students are able to evaluate the impacts of globalisation on the UK economy Students are able to evaluate the impacts of deindustrialisation on the UK economy and in different geographical regions of the UK Students are able to use maps and graphs to suggest how the UK is moving to a post-industrial economy and which regions of the UK are benefitting from this Students are able to use a range of sources to assess the impacts of change in rural and urban areas of the UK Students are able to evaluate the effectiveness of strategies used to reduce the North-South divide in the UK Students are able to explain the impacts of the government investments in transport infrastructure within the UK Students are able to use case study information and apply this to structured exam questions 	<p>Business park, Culture, De-industrialisation, Enterprise zones, Exports, Financial services, Globalisation, Imports Information technology, Infrastructure, Local enterprise zones (LEPs), Manufacturing, Migration, North-south divide, Population structure, Post-industrial economy, Primary sector, Quaternary sector, Science park, Secondary sector, Sustainable, Tertiary sector, Trade</p>	<ul style="list-style-type: none"> UK Changing HIC Economy Exam Questions. All exam questions supported by visualiser feedback, model answers, student friendly mark schemes for better peer and self-assessment End of unit assessment – Section B of Paper 2. (30 marks) 	<ul style="list-style-type: none"> Exam questions which are built into the work booklet Complete end of unit revision booklet to summarise learning
Global Resource Management and resources in the UK	<ul style="list-style-type: none"> Geographical Skills Human processes Impacts of human processes at a variety of locations Managing geographical issues 	<ul style="list-style-type: none"> Explain the issues linked to essential global resources Explain the issues related to essential resources in the UK 	<ul style="list-style-type: none"> Students are able to use a range of graphs to explain how the demand for resources is changing Students are able to use a range of sources to explain the impacts and challenges of resource management 	<p>Agribusiness, Carbon footprint, Development, Energy conservation, Energy mix, Energy security, Food miles, Fossil fuels, Fracking, Grey water, Import, Organic produce, Renewable energy, Resources, Resource</p>	<ul style="list-style-type: none"> Resources in the UK Exam Questions. All exam questions supported by visualiser feedback, model answers, student friendly mark schemes 	<ul style="list-style-type: none"> Exam questions which are built into the work booklet Complete end of unit revision booklet to summarise learning

			<ul style="list-style-type: none"> Students are able to use a range of sources to explain how food, water and energy resources can be managed Students are able to use a range of sources, developed by explanation to evaluate the need to manage food, water and energy resources 	management, Undernourishment, Undernutrition, Water deficit, Water quality, Water stress, Water surplus, Water transfer	<ul style="list-style-type: none"> for better peer and self-assessment End of unit assessment – Section C of Paper 2. (25 marks) 	
The Challenge of Resource Management – Energy	<ul style="list-style-type: none"> Geographical Skills Human processes Impacts of human processes at a variety of locations Managing geographical issues 	<ul style="list-style-type: none"> Explain the causes and impacts of global energy insecurity and how this leads to conflict Evaluate the different strategies used to increase global energy supply 	<ul style="list-style-type: none"> Students are able to use graphs to describe sources of global energy and areas of energy insecurity Students are able to explain the impacts of energy insecurity Students are able to assess the strategies used to increase energy supply and reduce energy insecurity Students are able to use and build on prior knowledge to assess the importance of sustainable lifestyles in reducing risks of energy insecurity Students are able to use a case study from a LIC and link this to their own lived experiences Students are able to use case study information and apply this to structured exam questions 	Biofuel, Carbon footprint, Economic impacts, Energy conservation, Energy deficit, Energy exploitation, Energy insecurity, Energy surplus, Environmental impacts, Fossil fuels, Fracking, Geothermal energy, Hydroelectric power (HEP), Micro-hydro scheme, Natural gas, Non-renewable energy, Nuclear power, Renewable energy, Shale gas Social impacts, Solar energy, Subsistence farming, Sustainability, Sustainable energy supply, Wind energy	<ul style="list-style-type: none"> Energy Exam Questions. All exam questions supported by visualiser feedback, model answers, student friendly mark schemes for better peer and self-assessment End of unit assessment – Section C of Paper 2. (25 marks) 	<ul style="list-style-type: none"> Exam questions which are built into the work booklet Complete end of unit revision booklet to summarise learning
Paper 3 – Pre-Release	<ul style="list-style-type: none"> Geographical Skills Physical processes Impacts of physical processes at a variety of locations Human processes Impacts of human processes at a variety of locations Managing geographical issues Making geographical decisions NB Key themes are dependent on the content of the Pre-release 	Dependent on the topic the exam board sets	Dependent on the topic the exam board sets	Dependent on the topic the exam board sets	<ul style="list-style-type: none"> Internally designed mock exam following examination of pre release materials. Composition of model answer – based on reaching a judgement of a geographical issue. 	<ul style="list-style-type: none"> Learn model answers provided ahead of exam

Curriculum Coherence

Year 12

The developed study of tectonics allows students to investigate how earthquakes, volcanic eruptions and secondary hazards such as tsunamis – represent a significant risk in some parts of the world. This is especially the case where active tectonic plate boundaries interact with areas of high population density and low levels of development. Resilience in these places can be low, and the interaction of physical systems with vulnerable populations can result in major disasters. An in-depth understanding of the causes of tectonic hazards is key to both increasing the degree to which they can be managed, and putting in place successful responses that can mitigate social and economic impacts and allow humans to adapt to hazard occurrence.

Coastal geography is further studied to allow a broader view to be formed. Students should know how coastal landscapes develop due to the interaction of winds, waves and currents, as well as through the contribution of both terrestrial and offshore sources of sediment. These flows of energy and variations in sediment budgets interact with the prevailing geological and lithological characteristics of the coast to operate

as coastal systems and produce distinctive coastal landscapes, including those in rocky, sandy and estuarine coastlines. These landscapes are increasingly threatened from physical processes and human activities, and there is a need for holistic and sustainable management of these areas in all the world's coasts. Study includes examples of landscapes from inside and outside the UK.

Human geography is taught initially with the detailed study of globalisation and then regeneration. Both of these issues have been addressed previously but not in the full depth required in KS5. Globalisation is developed by understanding the causes, players and impacts of a globalised world considering levels of development and inequality.

Regeneration investigates the process of how areas change and why they change is particularly relevant to students lives. The local areas have been through a period of regeneration and the engagement of the local community with this process is relevant to them. The content develops an overview of the various process that influence regeneration and why different stakeholder's involvement influences the success of the process. This is important in showing them the influence they can have as active local citizens.

The Independent Investigation is started in Year 12 and themes are usually based around the topics taught although this is not always exclusive. The work is submitted in Year 13.

Medium Term Plan Title/Topic	Themes/Concepts	Key Core Knowledge Foci	Application/Skills Foci	Ambitious Tier 2/3 Vocabulary	Assessment	Independent Learning
Tectonic Processes and Hazards	<ul style="list-style-type: none"> Geographical Skills Physical processes Impacts of physical processes at a variety of locations Human processes Impacts of human processes at a variety of locations Managing geographical issues Making geographical decisions 	<ul style="list-style-type: none"> Explain Why are some locations more at risk from tectonic hazards? Evaluate why do some tectonic hazards develop into disasters? Assess how successful is the management of tectonic hazards and disasters? 	<ul style="list-style-type: none"> Use of Spearman's Rank to provide statistical evidence of correlation and significance. For example, does magnitude of the world's largest recorded earthquakes have any correlation to the number of deaths An ability to assess a range of factors, both human and physical, to determine their significance in affecting tectonic hazards impacts within their own geographical and locational context 	Asthenosphere, Continental Drift, Convection Currents, Lithosphere, Mantle Plume, Palaeomagnetism, Rift Valley, Seafloor Spreading, Subduction, Transform Boundary, Aftershock, Earthquake Magnitude, Epicentre, Focus, Hazard Mapping, Lahar, Liquefaction, Pyroclastic flow, Resilience, Seismic Wave, Tsunami, Tsunami Warning System, Volcanic Explosivity Index (VEI), Wadati-Benioff Zone, Adaptation, Base Isolation, Building Codes, Community Preparedness, Disaster Risk Reduction (DRR), Early Warning System, Earthquake Engineering, Hazard Mapping, Insurance Mitigation, Preparedness, Risk Assessment, Seismic Hazard Assessment, Seismic Retrofitting, Structural Engineering, Sustainable Hazard Management, Tsunami Defence Structures, Volcanic Monitoring	<ul style="list-style-type: none"> Accessing the Tectonics 12 marker – Peer/self-assessment 12 mark assessment such as 'To what extent is governance the most important factor in explaining the different impacts of tectonic events?' Leads to Paper 1 Assessment (Tectonics and Coasts) using exam materials. (56 marks) Paper 1 Mock Exam 	<p>See half term overviews for comprehensive overview. Exemplar:</p> <p>Read the Geofile - Hot Spots in Plate Tectonics – Evolution of a Theory. Complete the focus questions.</p> <p>Use the Geo-file provided Produce an annotated map case study of the Asian Tsunami in 2004 showing the following –</p> <ul style="list-style-type: none"> Cause of the tsunami – the tectonic processes involved in this specific event Impacts (both primary and secondary) Responses (both immediate and long term) Be place specific in your work
Coastal Landscapes and Change	<ul style="list-style-type: none"> Geographical Skills Physical processes Impacts of physical processes at a variety of locations Impacts of human processes at a variety of locations Managing geographical issues 	<ul style="list-style-type: none"> Explain why are coastal landscapes different and what processes cause these differences? Explain how do characteristic coastal landforms contribute to coastal landscapes? 	<ul style="list-style-type: none"> Explain the physical processes that link and work together to create distinctive coastal landforms based on an image such as a cliff profile or a low energy coastline An ability to assess a range of factors, both human and physical, to determine their significance in affecting coastlines and issue that surround these environments 	Geological Structure, Lithology, Strata, Faulting: joints, dip, bedding plane, Wave Energy, Fetch, Destructive Waves, Constructive Waves, Tides and Currents, Tidal Range, Longshore Drift, Sea Level Changes, Eustatic Change, Isostatic Change, Storm Surge, Climate Change: Erosional Processes, Hydraulic Action, Abrasion, Attrition, Solution,	<ul style="list-style-type: none"> Accessing the Coasts 6 marker – Peer/self-assessment Evaluating the significance of geology in explaining coastal recession - Formative assessment on planned 20-mark essays 	<p>See half term overviews for comprehensive overview. Exemplar:</p> <p>Complete the Knowledge Organiser for- EQ2: How do characteristic coastal landforms contribute to coastal landscapes? 2B.4 Marine erosion creates distinctive coastal landforms</p>

	<ul style="list-style-type: none"> Making geographical decisions 	<ul style="list-style-type: none"> Explain, assess and evaluate how coastal erosion and sea level change alter the physical characteristics of coastlines and increase risks? Explain, assess and evaluate how can coastlines be managed to meet the needs of all players? 	<ul style="list-style-type: none"> To be able select and combine a range of knowledge of the factors that influence coastlines over time and how a complex interplay of these factors leads to distinctive coastal zones Evaluate a range of methods of coastal management considering the modern holistic approach taken to such issues 	<p>Sediment Deposition, Longshore Drift, Aeolian Processes, Vegetation Stabilisation: Coral Reefs, Mangroves, Cliffs and Wave-cut Platforms, Headlands and Bays, Beaches, Spits, Bars, and Tombolo's, Marshes, Sand Dunes, Salt Marshes, Estuaries, Rias, Emerging coastline, submerging coastline, Hard Engineering, Sea Walls, Groynes, Breakwaters Rip Rap (Rock Armour), Dune Stabilization, Managed Retreat, Integrated Coastal Zone Management (ICZM), Holistic Approach, Habitat Conservation, Terminal Groyne Syndrome, Rip Rap (Rock Armour), Ecosystem Services, Environmental Groups, Local Communities, Businesses and Industry, Government Agencies</p>	<ul style="list-style-type: none"> Paper 1 Assessment (Tectonics and Coasts) using exam materials. (56 marks) Paper 1 Mock Exam 	<p>and contributes to coastal landscapes. 2B.5 Sediment transport and deposition create distinctive landforms and contribute to coastal landscapes 2B.6 Subaerial processes of mass movement and weathering influence coastal landforms and contribute to coastal landscapes.</p> <p>EXAM QUESTIONS</p> <p>Assess the relative importance of factors which have led to rapid coastal erosion along a stretch of coastline. (12 marks)</p>
Globalisation	<ul style="list-style-type: none"> Geographical Skills Human processes Impacts of human processes at a variety of locations Managing geographical issues Making geographical decisions 	<ul style="list-style-type: none"> Explain the causes of globalisation and examine why has it accelerated in recent decades? Assess impacts of globalisation for countries, different groups of people and cultures and the physical environment? Assess the consequences of globalisation for global development and the physical environment and how should different players respond to its challenges? 	<ul style="list-style-type: none"> To be able to assess the significance of a range of factors which have influenced the process and speed of globalisation To be able to make synoptic links to other areas of the course when evaluating the nature of globalisation To be able to do this while considering the different contexts of people and places so as to show understanding of contrasting views on the same issue 	<p>Technological Advances, Information and Communication Technology (ICT), Transportation Technology, Economic Factors, Trade Liberalization, Tariffs, Quotas, Foreign Direct Investment (FDI), Global Supply Chains, Trade Agreements, Economic Policies, Global Governance, Cultural Exchange, Digital Technology, Market Liberalization, International Development Programs, Transnational Corporations (TNCs), Outsourcing and Offshoring, Deindustrialisation, Offshoring, Cultural Diffusion, Cultural Hybridization, Cultural Imperialism, Westernisation, Disneyfication, Americanisation, Protectionist, Structural Adjustment</p>	<ul style="list-style-type: none"> Accessing the Globalisation 12 marker – peer/self-assessment 12-mark assessment such as ‘Assess the positives and negatives of the spread of westernised culture’ Leads to Paper 2 Assessment (Globalisation and Regeneration) using exam materials. (51 marks) Paper 2 Mock Exam 	<p>See half term overviews for comprehensive overview. Exemplar:</p> <p>Complete the work set on migration Use the articles provided to create two case studies which highlight-</p> <ol style="list-style-type: none"> 1) What is happening? 2) Why is it happening? 3) What are the impacts on the host country? 4) What are the impacts on the source country? 5) Can you categorise these into economic, social, political and environmental? 6) How might this create interdependence between the nations involved?
Regenerating Places	<ul style="list-style-type: none"> Geographical Skills Fieldwork Physical processes Impacts of physical processes at a variety of locations Human processes Impacts of human processes at a variety of locations 	<ul style="list-style-type: none"> Investigate how and why contrasting places vary? Explain why might regeneration be needed? Explain and evaluate how regeneration is managed? 	<ul style="list-style-type: none"> To independently research using a wide range of sources such as IMD, census, local and national government documents to create two case studies of contrasting locations in the UK and then assess the significance of a range of human and physical factors in explaining these differences 	<p>Gentrification, Deindustrialisation, Urban Sprawl, Brownfield Site, Greenfield Site, Rebranding, Regeneration, Infrastructure, Socioeconomic, Economic Diversification, Social Cohesion: Cultural Heritage, Gentrification, Post productionist countryside, Economic Decline, Unemployment, Poverty,</p>	<ul style="list-style-type: none"> Accessing the Regeneration 20 marker – peer/self-assessment 20mark assessment such as ‘For your local and contrasting place evaluate the view that low income is the most important factor leading to deprivation’ 	<p>See half term overviews for comprehensive overview. Exemplar:</p> <p>As we move through EQ1 the lessons will focus on the geographical theory and some case studies. At the end of each lesson you will need to do some additional research to complete</p>

	<ul style="list-style-type: none"> Managing geographical issues Making geographical decisions 	<ul style="list-style-type: none"> Evaluate how successful is regeneration at a range of locations and contexts? 	<ul style="list-style-type: none"> Consider the role of regional, local and national government alongside private investors in explaining the process and impact of regeneration policies and planning To be able to select and evaluate a range of geographical criteria to evaluate the success of both urban and rural regeneration projects 	Deprivation, Investment, Social Exclusion, Urban Decay, Urban Planning, Stakeholders, Public-Private Partnership, Zoning, Land Use Planning, Heritage Conservation	<ul style="list-style-type: none"> Paper 2 Assessment (Globalisation and Regeneration) using exam materials. (51 marks) Paper 2 Mock Exam 	<p>two more detailed case studies of a 'local place' and a 'contrasting place'. Our local place is Middlesbrough in Teesside and the contrasting place is Reading in Berkshire.</p> <p>You can be specifically asked about these case studies in the exam.</p>
Independent investigation – NEA	<ul style="list-style-type: none"> Geographical Skills Fieldwork Human processes Impacts of human processes at a variety of locations Managing geographical issues Making geographical decisions 	<ul style="list-style-type: none"> Will be dependent on the titles selected by students 	<p>Will be dependent on the titles selected by students but they should all follow the same structured approach to investigation which includes –</p> <ul style="list-style-type: none"> Design a title, hypotheses and sib questions Provide a context to their study Design and implement a methodology to collect both primary and secondary data Present data collected including use of statistical tests and GIS Analyse data collected so as to reach justified conclusions Evaluate the study 	<ul style="list-style-type: none"> Dependent on the titles selected by students 	<ul style="list-style-type: none"> Final submission and assessed against exam board marking criteria. Moderated externally. 	<p>Intendent learning is the nature of the task. Students need to follow a structured approach to investigation which includes –</p> <ul style="list-style-type: none"> Design a title, hypotheses and sib questions Provide a context to their study Design and implement a methodology to collect both primary and secondary data Present data collected including use of statistical tests and GIS Analyse data collected so as to reach justified conclusions Evaluate the study

Curriculum Coherence

Water plays a key role in supporting life on earth. The water cycle operates at a variety of spatial scales and also at short- and long-term timescales, from global to local. Physical processes control the circulation of water between the stores on land, in the oceans, in the cryosphere, and the atmosphere. Changes to the most important stores of water are a result of both physical and human processes. Water insecurity is becoming a global issue with serious consequences and there is a range of different approaches to managing water supply. Previous learning is developed by moving away from the basic 'systems approach' and towards a more sophisticated understanding of the hydrological cycle at local levels including river regimes and soil moisture budgets. This is developed further by the in-depth study of the impacts of changing water patterns and the study of areas of surplus and deficit and the meteorological processes associated with these. This is then moved forward by the consideration of human activity and how this can exacerbate issues around water security whilst also trying to manage water in a sustainable manner over a range of scales.

Issues associated with carbon have mainly been investigated through the study of climate change and developed by considering how a balanced carbon cycle is important in maintaining planetary health. The carbon cycle operates at a range of spatial scales and timescales, from seconds to millions of years. Physical processes control the movement of carbon between stores on land, the oceans and the atmosphere. Changes to the most important stores of carbon and carbon fluxes are a result of physical and human processes. Reliance on fossil fuels has caused significant changes to carbon stores and contributed to climate change resulting from anthropogenic carbon emissions. The water and carbon cycles and the role of feedbacks in and between the two cycles, provide a context for developing an understanding of climate change. Anthropogenic climate change poses a serious threat to the health of the planet. There is a range of adaptation and mitigation strategies that could be used, but for them to be successful they require global agreements as well as national actions. It is further developed by considering the impacts of carbon on climate and a brief overview of the issues around energy use. This unit considers a greater depth of the science behind carbon and starts with a consideration of the short-term biological carbon cycle and the long-term biogeochemical cycle. The global movement of carbon is then considered in this context. Considerations of energy use is developed but with a greater geo-political framework and focus on the key players involved. The final learning cycle considers the wider global impacts of human activity and the paradox that is that human wellbeing is affected by these impacts.

The study of superpowers and migration, identity and sovereignty are relatively new concepts introduced at this level. Superpowers are globally significant within the world's economy and influence so many aspects of physical and human geography. They are one of the most significant causes and reason for different event impacts and responses to wider range of geographical events within human geography. The topic develops an overview of the influence that superpowers have globally and how they are responsible for the accelerated pace of globalisation. They directly influence the impacts of globalisation and the impacts that they have in countries at various stages of development

Migration, Identity and Sovereignty is a globally significant process within the world's systems and influence so many aspects of human geography. They are one of the most significant causes of opportunity and conflict within the globalised world. Both within domestic countries and international. It has links to previous studies of population and globalisation and goes further by developing an overview of the influence that migration and identity has globally and how a changing sense of identity has been influenced by the accelerated pace of globalisation. They directly influence the impacts of globalisation and the impacts that they have in countries at various stages of development.

Medium Term Plan Title/Topic	Themes/Concepts	Key Core Knowledge Foci	Application/Skills Foci	Ambitious Tier 2/3 Vocabulary	Assessment	Independent Learning
The Water Cycle and Water Insecurity	<ul style="list-style-type: none"> Geographical Skills Physical processes Impacts of physical processes at a variety of locations Human processes Impacts of human processes at a variety of locations Managing geographical issues Making geographical decisions 	<ul style="list-style-type: none"> Explain the processes operating within the hydrological cycle from global to local scale Assess the significance of factors influencing the hydrological system over short- and long-term timescales Evaluate how water insecurity occur and why is it becoming such a global issue for the 21st century? 	<ul style="list-style-type: none"> Consider the significance of the processes at local and global scales in influencing a closed system. To apply geographical theory to a hydrograph in explaining the context of river regimes To be able to evaluate the significance of climate change in exacerbating the physical and human causes of surplus and deficit To apply broad geographical ideas to case study contexts in evaluating the significance of water and the conflicts that are created over trans boundary resources 	Evaporation, Transpiration, Condensation, Precipitation, Global Water Balance, Watershed, River Basin, Groundwater Recharge, Aquifer, Runoff, Infiltration, Interception, Soil Moisture, Percolation, Evapotranspiration, Baseflow, Hydrograph, Catchment Area, Precipitation Intensity, Soil Saturation, Surface Runoff, Climate Change, Deforestation, Urbanisation, Land Use Change, Aquifer Depletion, River Regulation, Soil Degradation, Over-Abstraction, Desertification, Salinisation, Water Scarcity, Water Stress:, Hydro politics, Virtual Water, Integrated Water Resources Management (IWRM), Transboundary Water Management, Sustainable Water Management	<ul style="list-style-type: none"> Accessing the Water 12 marker – Peer/self-assessment End of unit assessment using exam board materials. Paper 1 Mock Exam 	<p>See half term overviews for comprehensive overview. Exemplar:</p> <p>Your task is to create an A3 fact file (or poster/newspaper article) on the causes of drought in the Sahel region of Africa. You will have 2 weeks to complete this, however you will need to include both human and physical causes of drought in the region and the impacts this is having on the area. For the remainder of this lesson, you can begin gathering information for the human causes in the region and can use websites on the next slide. Remember to make the causes clear and use maps to explain where the area is and images</p>
Superpower Geographies	<ul style="list-style-type: none"> Geographical Skills Human processes Impacts of human processes at a variety of locations Managing geographical issues Making geographical decisions 	<ul style="list-style-type: none"> Explain who are the superpowers and investigate how have they changed over time? Assess the impacts of superpowers on the global economy, political systems and the physical environment? Explain which spheres of influence are contested by superpowers and assess the implications of this? 	<ul style="list-style-type: none"> To be able to explain the geopolitical power stems from a range of human and physical characteristics of superpowers. To analyse how the Emerging powers vary in their influence on people and the physical environment, which can change rapidly over time. 	Hegemony, Geopolitics, Soft Power, Hard Power, Multipolar World, Bipolar World, Unipolar World, Colonialism, Industrial Revolution, Cold War, Globalisation, Emerging Powers: Technological Advancements, Trade Liberalisation, Transnational Corporations (MNCs), Foreign Direct Investment (FDI), Economic Hegemony, Infrastructure Development, Geopolitics, Alliances and Blocs, Soft Power Diplomacy, Human Rights and Governance, Conflict and Stability, International Organizations, Resource Extraction, Deforestation, Climate Change, Pollution, Land Use Change, Water Management, Trade Routes Cybersecurity, Cultural Influence, Geopolitical Tensions	<ul style="list-style-type: none"> Accessing the Superpowers 12 marker – Peer/self-assessment End of unit assessment using exam board materials. Paper 2 Mock Exam 	<p>See half term overviews for comprehensive overview. Exemplar:</p> <p>Complete research on the changing trade policies for America throughout the academic year.</p> <p>Produce a fact file looking at the different types of migration.</p>

<p>The Carbon Cycle and Energy Insecurity</p>	<ul style="list-style-type: none"> • Geographical Skills • Physical processes • Impacts of physical processes at a variety of locations • Human processes • Impacts of human processes at a variety of locations • Managing geographical issues • Making geographical decisions 	<ul style="list-style-type: none"> • Explain How does the carbon cycle operate to maintain planetary health? • Assess the consequences for people and the environment of our increasing demand for energy? • Evaluate How the carbon and water cycles linked to the global climate system? 	<ul style="list-style-type: none"> • To be able to apply learning of the long and slow carbon cycle in assessing the significance of the different spheres in maintaining the earths equilibrium • An ability to consider the significance of a range of energy players in the context of energy security • Assess the likely future climate change pathway and evaluate the significance of change on a variety of human and physical contexts due to changes in the carbon and water cycle 	<p>Photosynthesis, Respiration, Decomposition, Combustion, Carbon Sequestration, Ocean Uptake, Carbonate Pump, Biosphere, Lithosphere, Hydrosphere, Atmosphere, Greenhouse Gas Emissions, Climate Change, Air Pollution, Soil Degradation, Deforestation, Resource Depletion, Energy Poverty, Displacement, Economic Disparity, Cultural Loss, Fossil Fuels, Evaporation, Transpiration, Condensation, Precipitation, Runoff, Infiltration, Groundwater Recharge, Greenhouse Effect, Carbon Sink, Climate Feedback Mechanism, Ocean-Atmosphere Exchange, Albedo Effect, Tipping point, Hydrological Cycle, Biogeochemical Cycles:</p>	<ul style="list-style-type: none"> • Accessing the Carbon 12 marker – Fast and Slow Carbon cycles – Self and peer assessment • End of unit assessment using exam board materials. • Paper 1 Mock Exam 	<p>See half term overviews for comprehensive overview. Exemplar:</p> <p>Read the handout called ‘Water and Carbon Cycling’. Initially this will recap some ideas we have thought about in the Water Cycle and water security section and in today’s lesson about the carbon cycle such as –</p> <ul style="list-style-type: none"> • Systems approach • Stores, fluxes and processes • Key processes in the water cycle <p>Make yourself comfortable with the following ideas –</p> <ul style="list-style-type: none"> • The terrestrial carbon cycle • The atmospheric carbon cycle • The oceanic carbon cycle • The ‘slow carbon’ cycle • Photosynthesis and respiration • Decomposition • Methanogenesis • Carbon sequestration in oceans • Fossil fuels
<p>Migration, Identity and Sovereignty</p>	<ul style="list-style-type: none"> • Geographical Skills • Human processes • Impacts of human processes at a variety of locations • Managing geographical issues • Making geographical decisions 	<ul style="list-style-type: none"> • Explain, assess and evaluate the impacts of globalisation on international migration? • Examine how are nation states defined and explain how have they evolved in a globalising world? • Assess the impacts of global organisations on managing global issues and conflicts • Evaluate the threats to national sovereignty in a more globalised world 	<ul style="list-style-type: none"> • To be able to explain the scale and pace of economic migration has increased as the world has become more interconnected, creating consequences for people and the physical environment. • To analyse the many national borders are a consequence of physical geography and historical development; other borders are a result of colonial history and might not take account of different ethnic or religious groups, which can lead to problems of sovereignty and legitimacy. 	<p>Labour Mobility, Remittances, Diaspora, Brain Drain, Cultural Hybridity, Transnationalism, Integration, Irregular Migration, Sovereignty, Territoriality, Nationalism, Globalisation, Supranationalism, Multilateralism, Intergovernmental Organizations (IGOs), Non-Governmental Organizations (NGOs), Economic Sanctions, Diplomacy, Global Governance, Conflict Resolution, Human Rights, Climate Agreements, Transnational Corporations (TNCs), Cultural Homogenisation, Trade Blocs, Environmental Degradation, Migration, Human Rights Norms</p>	<ul style="list-style-type: none"> • Accessing the Migration Identity and Sovereignty 12 marker – Peer/self-assessment • End of unit assessment using exam board materials. • Paper 2 Mock Exam 	<p>See half term overviews for comprehensive overview. Exemplar:</p> <p>Complete the work set on Natalism. Use the articles provided to create two case studies which highlight-</p> <ol style="list-style-type: none"> 1) What is happening? 2) Why is it happening? 3) What are the impacts on the host country? 4) What are the impacts on the source country? 5) Can you categorise these into economic, social, political and environmental? 6) How might this create interdependence between the nations involved?

<p>Synoptic Investigation</p>	<ul style="list-style-type: none"> • Geographical Skills • Fieldwork • Physical processes • Impacts of physical processes at a variety of locations • Human processes • Impacts of human processes at a variety of locations • Managing geographical issues • Making geographical decisions • NB Key themes are dependent on the content of the information provided in the exam paper 	<p>Dependent on the foci set by the exam board which is unseen. This is very much a skills-based examination.</p>	<p>Dependent on the foci set by the exam board which is unseen. This is very much a skills-based examination</p>	<p>Dependent on the foci set by the exam board which is unseen. This is very much a skills-based examination</p>	<ul style="list-style-type: none"> • Using 2022 Small Island Developing States foci, a class mock is undertaken with model answers, use of mark schemes and self/peer-assessment. • Full mock using previous years exam material 	<p>See half term overviews for comprehensive overview. Exemplar:</p> <p>Use the 2019 exam materials (exam paper, resource booklet, mark scheme and moderator report).</p> <ul style="list-style-type: none"> • Read and annotate the resource booklet • Make any synoptic links between the issues raised • Add any of your wider knowledge to the booklet. • Complete the exam paper • Use the feedback video, mark scheme and moderator report to level the paper • Make improvements where appropriate.
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