

Curriculum Map: 2022-23

Year	Focus	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	Planet Earth Where we live Local, National, Global	Map Skills	Community	Weather and Climate <i>Geological Timeline</i>	Rivers	Coasts	Biomes <i>Hot Deserts</i>
8	Human development and how we interact with Planet Earth.	Rainforest (Brazil)	Development of Brazil	Development and Industry	Globalisation	Geography of Disease	Climate Change <i>Resources</i>
9	The future for Humans on Planet Earth.	Tectonic Hazards	Weather Hazards	Population and Migration	Urbanisation and Regeneration	Resource Management <i>Food resources</i>	Tourism and Sustainability
10	GCSE Physical Geography	Paper 1: Tectonic and Weather Hazards	Paper 1: Climate Change	Paper 1: Tropical Rainforests and Hot Deserts	Paper 1: Rivers and Coasts	Paper 3: Fieldwork and Investigation <i>Fieldwork to Crosby Beach & Albert Dock</i>	Paper 2: Urban Issues and Challenges
11	GCSE Human Geography	Paper 2: Urban Issues and Challenges	Paper 2: The Changing Economic World	Paper 3: Fieldwork Investigation Paper 2: Resource Management (Food)	Paper 2: Resource Management (Food) Paper 3: Investigation (Released 12 weeks before exam)	Revision	Revision

Green = new knowledge

Red = omitted from curriculum

Geography Years 7, 8 and 9: 2021 – 2022

Year Group 7 (2 lessons a week)	Autumn 1 & 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Curriculum Content</p>	<p>Map Skills and Community <u>Link to GCSE: Paper 2, 3</u></p> <p>Medium term content Composite: Understand the location of Oldham in the world and how it has developed as a town over time.</p> <p>Component 1 = Introduction to Geography – physical and human elements.</p> <p>Component 2 = The geographical location of Oldham in the world. Locate other significant cities (Manchester, Leeds) using geographical skills, such as latitude, longitude and compass directions.</p> <p>Component 3 = Understand the land use of Oldham using OS maps and grid references. Contours to describe the changes in the height of the land.</p> <p>Component 4 = Why people came to settle in Oldham in the Roman times and how it developed as a settlement through the Middle Ages and into the Industrial Revolution.</p> <p>Component 5 = Conduct an Environmental Quality Survey in the local community to identify areas for improvement in Oldham.</p> <p>Component 6 = Understand how communities can be improved using methods such as recycling schemes, additional greenspaces and redesigning roads.</p> <p>AU1 and 2 have now merged.</p>	<p>Weather and Climate <u>Link to GCSE: Paper 1</u></p> <p>Medium term content Composite: Understand the importance of weather and climate on society.</p> <p>Component 1 = What is the difference between weather and climate? Including the water cycle</p> <p>Component 2 = Understanding where the UK weather comes from, with a focus on Oldham.</p> <p>Component 3 = How do you measure/forecast the weather, including an investigation measuring the weather around school grounds.</p> <p>Component 4 = How does weather and climate influence society?</p> <p>Component 5 = Examples of extreme weather in the UK using the case study of Beast from the East/</p> <p>Component 6 = Examples of extreme weather around the world, including tornadoes and tropical storms.</p> <p>Omitted Geological timeline SOW</p>	<p>Rivers <u>Link to GCSE: Paper 1,3</u></p> <p>Medium term content Composite: Understand the fluvial processes that shape the land and the effects and solutions to flooding.</p> <p>Component 1 = Features of the drainage basin (e.g. source, mouth) and apply knowledge to the River Thames basin.</p> <p>Component 2 = Rock cycle and how igneous, sedimentary and metamorphic rocks are formed through different processes, linked to how this impacts river features.</p> <p>Component 3 = How fluvial processes create river features, such as waterfalls and meanders, in different stages of a river.</p> <p>Component 4 = The causes of flooding in a drainage basin and the effects it can have on the local area (social, economic and environmental), linked to Cumbria floods.</p>	<p>Coasts <u>Link to GCSE: Paper 1,3</u></p> <p>Medium term content Composite: Understand coastal processes that shape the land and ways to mitigate the effects of coastal erosion.</p> <p>Component 1 = Why are coasts important? Looking at the importance and uses of coasts around the world.</p> <p>Component 2 = Erosional features on coasts.</p> <p>Component 3 = Depositional features on coasts.</p> <p>Component 4 = Dangers of living on coasts, relating to erosion on the Holderness Coast.</p> <p>Component 5 = Strategies used on coasts to mitigate the effects of coastal processes.</p>	<p>Biomes <u>Link to GCSE: Paper 1</u></p> <p>Medium term content Composite: Understand the characteristics of different biomes, their importance, and risks to them.</p> <p>Component 1 = What a biome is and the distribution of deserts around the world. Locate different biomes using latitude and longitude.</p> <p>Component 2 = The characteristics of hot deserts, including climate graph reading.</p> <p>Component 3 = Food chains in the hot desert biome. Animal and plant adaptations to the hot desert biome.</p> <p>Component 4 = The characteristics of polar biomes, including climate graph reading.</p> <p>Component 5 = Animal and plant adaptations to the polar biome.</p> <p>Component 6 = The characteristics of tropical rainforests, including climate graph reading. Animal and plant adaptations.</p> <p>Omitted from curriculum: Human uses of the Sahara Desert and their survival. Risks to hot deserts including desertification</p>
<p>Prior knowledge and skills</p>	<p>At KS2 students should have covered: Continents, Oceans, UK, the water cycle, some OS map skills.</p> <p>Baseline testing has shown that these topics have not previously been covered in the depth required, therefore in Year 7 we ensure these gaps in knowledge are filled and build upon them. Covid-19 will have hindered teaching of geography through ‘topic’ lessons in primary, so skills may not have been taught at all.</p>				

Assessment Objectives	AO1 – Knowledge AO2 – Understanding AO3 – Application AO4 - Skills	AO1 – Knowledge AO2 – Understanding AO3 - Application	AO1 – Knowledge AO2 – Understanding AO3 – Application AO4 - Skills	AO1 – Knowledge AO2 – Understanding AO3 – Application AO4 - Skills	AO1 – Knowledge AO2 – Understanding
Assessment 1	Mastery 1: Label the missing continents on the world map. (6 marks) Find the latitude and longitude of the countries and cities. (14 marks)	Mastery 1: Explain why the weather and climate varies around the UK.	Mastery 1: Q1) Describe the journey of a water droplet from source to mouth.	Mastery 1: Explain the importance of coasts and why they can change over time.	Mastery 1: Explain how living things are adapted to the hot desert climate.
Assessment 2	Mastery 2: Abstract concepts Interpreting Maps	Mastery 2: Abstract concepts Interpreting Graphs	Mastery 2: Abstract concepts Interpreting Graphs	Mastery 2: Abstract concepts Sustainability	Mastery 2: Abstract concepts Sustainability
Vocabulary / Key Subject Terminology	Continent, Ocean, Country, United Kingdom, Compass, Latitude, Longitude Equator Prime Meridian Settlement Town City Early settler Settlement factor Resources Relief Fertile soil Water source Industrial Revolution Ordnance Survey (OS) map Symbol Grid reference Land use map Key Environmental Quality Survey (EQS) Issue Data Analyse Deindustrialisation Air pollution Noise pollution Vandalism Derelict Regeneration Invest Refurbish Greenspace Youth centre	Weather, climate, precipitation, meteorology, pressure, relief rainfall, convective rainfall, frontal rainfall, wind speed, wind direction, cloud cover, infiltration, evaporation, transpiration, interception,	Hydrologic, precipitation, transpiration, infiltration, drainage basin, source, mouth, confluence, tributary, saturation, hard and soft engineering, dams, reservoirs, channel straightening, flood warning system, floodplain zoning.	Coast, destructive wave, constructive wave, swash, backwash, erosion, longshore drift, deposition, headland, bay, beach, spit, sand dune crack, cave, arch, stack, stump, hard engineering, soft engineering, groynes, gabions, sea wall, managed retreat, dune regeneration.	Biome, climate, climate graph, precipitation, temperature, extreme, Desert, adaptation, camel, cactus, Food chain, producer, primary consumer, secondary consumer, survival. nocturnal, latitude, longitude, ecosystem, rainforest, polar, arid, tropical, equator Omitted: Sahara Desert, opportunity, challenge, mining, oil, tourism.
Cross Curricular Links with other Faculties	<ul style="list-style-type: none"> Mathematics = Grid references (OS, latitude & longitude) Science = Analysing data PSHE and RS – Community History = Industrial revolution BV = democracy = governance of UK & Rol. BV = individual liberty = why people came to settle in Oldham BV = mutual respect = religious representation on OS maps. BV = rule of law = laws in place to keep Oldham clean. BV = expressing issues and solutions to local govt = democracy 	<ul style="list-style-type: none"> Science – water cycle, BV = democracy = understanding how weather and climate impacts people's lives 	<ul style="list-style-type: none"> Science – Advanced water cycle with new key terms. BV = democracy = protecting communities from flood risk. 	<ul style="list-style-type: none"> BV = individual liberty = choices for living on dangerous coasts. BV = democracy = protecting communities from coastal risk. 	<ul style="list-style-type: none"> Science – Hot desert ecosystems, animal, and plant adaptations. BV = mutual respect = respect when different cultures in biome environments.
Knowledge Organiser content	Definitions of keywords and UK city locations.	Definitions of keywords, diagram of the water cycle and weather forecast symbols	Definitions of keywords, dual coding the new water cycle key terms, drainage basin diagram, pictures of each engineering type.	Definitions of keywords, longshore drift diagram.	Definitions of keywords, pictures of key animal adaptations.

Year Group 8 (2 lessons a week)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Content	<p>Ecosystems: Rainforests <u>Link to GCSE: Paper 1,3</u></p> <p>Medium term content Composite: Understand the biotic and non-biotic characteristics of tropical rainforests and the threat of humans on these ecosystems.</p> <p>Component 1 = Climate maps to locate tropical rainforests around the world, applying knowledge of continents and countries, latitude and longitude to describe locations.</p> <p>Component 2 = Formation of tropical rainforests through the Hadley Cell.</p> <p>Component 3 = Characteristics of tropical rainforest climates (temperature, soil, precipitation) and reading climate graphs.</p> <p>Component 4 = Structure of the rainforest from forest floor to emergent layer, identifying the abiotic and biotic changes as you move up the layers.</p> <p>Component 5 = Adaptations of plants and animals in the tropical rainforest for survival.</p> <p>Component 6 = The importance of tropical rainforests.</p> <p>Component 7 = The causes and issues of deforestation</p>	<p>Development of Brazil <u>Link to GCSE: Paper 2</u></p> <p>Medium term content Composite: Understand the causes and differences of urbanisation in Brazil, linking to how urban areas can be improved.</p> <p>Component 1 = Introduction to the classifications of development (HIC/LIC/NEE) and indicators used to determine which of these a country is. Linking to quality of life vs standard of living.</p> <p>Component 2 = The distribution of population and wealth in Brazil and how this relates to the causes of rural-to-urban migration.</p> <p>Component 3 = Social, economic and environmental characteristics of favelas in Brazil and the effects this has on the people living there.</p> <p>Component 4 = Strategies used in favelas to improve the urban area.</p> <p>Component 5 = How NGOs have helped favelas improve the quality of life for its people.</p>	<p>Development and Industry <u>Link to GCSE: Paper 2</u></p> <p>Medium term content Composite: Understand the reasons behind the development gap and how strategies can be used to close it, using indicators of development to prove this.</p> <p>Component 1 = Introduction to what global development is and the causes of uneven development (e.g. physical, historical), using the case study example of Ghana support ideas.</p> <p>Component 2 = How to calculate the Human Development Index and use it to determine the development of a country, as well the setbacks on its use.</p> <p>Component 3 = Different types of industries in HICs/LICs/NEEs and how this influences the economic and social development of a country, including its debt.</p> <p>Component 4 = Strategies used to close the development gap, including the types of aid (short/long term and top-down/bottom-up) and its impact on LICs using the example of Ghana to support ideas.</p> <p>Component 5 = How fairtrade can be used to close the development gap, using the case study of Ghana and the banana trade.</p>	<p>Globalisation <u>Link to GCSE: Paper 2,3</u></p> <p>Medium term content Composite: Understand what globalisation is and the role of TNCs in helping and hindering development, specifically in China.</p> <p>Component 1 = Introduction to what globalisation is and the interconnections between different places on Earth e.g. transport, flows of goods and the internet.</p> <p>Component 2 = The structure of Transnational Corporations (TNCs) and the reasons behind operating procedures in countries of varying development (HIC/LIC), linked to social and economic factors.</p> <p>Component 3 = How Westernisation is causing the homogenisation of global cultures and how glocalisation can prevent this from happening.</p> <p>Component 4 = The social, economic and environmental benefits and costs of TNCs on global and regional scales (Nike in China).</p> <p>Component 5 = The socio-economic and environmental impacts of fast fashion leading to how fashion brands are becoming more sustainable.</p> <p>Component 6 = How global consumer demand can promote more sustainable fashion brands to protect the environment and people from exploitation.</p>	<p>Climate change <u>Link to GCSE: Paper 2</u> Medium term content Composite: Understand the natural causes of climate change and how natural resources cause conflicts around this.</p> <p>Component 1 = The natural causes of climate change, including sunspots, volcanic eruptions and Milankovitch cycles.</p> <p>Component 2 = The human causes and perpetrators of climate change, focusing on the natural greenhouse effect and how humans have caused it to accelerate.</p> <p>Component 3 = Global social, economic and environmental effects of climate change, linking to disease, sea level rise and the vulnerability of countries to their development.</p> <p>Component 4 = Adaptations and mitigation to climate change, using methods such as afforestation and coastal defences.</p> <p>Component 5 = Distribution of fossil fuels on Earth; how oil is used in the UK and why we get oil from the Middle East.</p> <p>Component 6 = How oil has helped and hindered the development of the Middle East. Issues with oil, linking to the Israeli Oil Spill, 2014 as a case study.</p>	<p>The Geography of Disease <u>Link to GCSE: Paper 2</u> Medium term content Composite: Understand the link between Geography and health.</p> <p>Component 1 = What 'health' means in society and Geography and how it can be measured.</p> <p>Component 2 = What disease is, the different classifications (e.g. non-communicable/infectious, sexually transmitted), including examples of each.</p> <p>Component 3 = Disease around the world and the major causes of death, linking to disease of affluence.</p> <p>Component 4 = The links between the spread of disease and climate, including examples of disease and their locations.</p> <p>Component 5 = Case study of malaria in sub-Saharan Africa. Causes, effects on development, responses by WHO.</p> <p>Component 6 = The spread of disease before globalisation, using the example of the Black Death.</p> <p>Component 7 = The spread of disease after globalisation. A case study looking at how climate and globalisation have influenced the spread of Covid-19 around the world.</p>

	in rainforests, using the Amazon Rainforest. Methods to protect tropical rainforests from deforestation. Component 7 & 8 have merged				SU1 & SU2 have switched	Component 8 = Using globalisation to our advantage: disease prevention strategies and mitigating the threat.
Prior knowledge and skills	Ecosystem / Biome introduction at the end of Year 7. World map, Autumn 1 Year 7.	Focus on Brazil to lead on from Year 8 Autumn 2.	Students should know a variety of places at different economic levels from KS2.	Students will understand the theory of development from the Spring term.	Human causes of climate change links to Year 8 Autumn 2 on deforestation.	Students will understand the different climate zones (Y7 SU2, Y8 AU1) and what globalisation entails (Y8 SU1). They will know about Covid-19 and where it has come from.
Assessment Objectives	A01 – Knowledge A02 – Understanding A03 – Application A04 - Skills	A01 – Knowledge A02 – Understanding	A01 – Knowledge A02 – Understanding	A01 – Knowledge A02 – Understanding A03 – Application A04 - Skills	A01 – Knowledge A02 – Understanding	A01 – Knowledge A02 – Understanding A03 – Application
Vocabulary / Key Subject Terminology	Deforestation Commercial logging Commercial farming Kayapo Subsistence farming Biome Abiotic factor Biotic factor Humid Vegetation Decomposer Forest floor Undercanopy Canopy Emergents Adaptation Tropical rainforest Equator Latitude Climate Atmosphere Evaporation Condensation Hadley cell	Population Distribution Population density Dense Sparse Even spread Uneven spread Rural-to-urban migration Pull factors Push factors Wealth Development High Income Country Newly Emerging Economy Low Income Country Birth rate Death rate GDP per capita GNI per capita Life expectancy Literacy rates Infrastructure Rural Urban Urban growth Favela Challenge Sanitation Employment Inequality Poverty	Development Uneven Development Ghana Landlocked Malaria Raw materials Colonisation Gross National Income per capita Life expectancy Human Development Index (HDI) Manufacturing Nigeria Primary Sector Secondary Sector Tertiary Sector Quaternary Sector Transnational Corporation (TNC) Top-down aid Bottom-up aid Fairtrade	Globalisation Transnational Corporation Culture Industrial revolution Host country Home country Headquarters (HQ) Tax break Tax subsidy Leakage Sweatshop Fast fashion Sustainability Consumer goods Exploitation	Climate Climate change Glacial period Interglacial period Fluctuate Orbital change Sunspots Volcanic winter Radiation Greenhouse gas Natural greenhouse effect Human-induced Enhanced greenhouse effect Industrial revolution Adaptation Mitigation Fossil fuel Development <u>Causes of Climate Change:</u> Burning fossil fuels Deforestation Agriculture <u>Effects of Climate Change:</u> Freshwater supplies diseases coastal flooding <u>Resolving Climate Change:</u> Renewable energy Carbon capture Afforestation Sea walls	Health, Mental Health, Physical Health, Disease, World Health Organisation, Life Expectancy, Morbidity, Mortality, Nutrition, Non-communicable Disease, Infectious Disease, Sexually Transmitted Disease, Virus, Bacteria, Parasite, Tropical Disease, Cancer, Climate, Globalisation, Mitigation, Immunisation.

		Non-governmental organisation				
Assessment 1	Mastery 1: How do abiotic and biotic factors change throughout the layers of the rainforest?	Mastery 1: Explain the causes of rural-to-urban migration in Brazil.	Mastery 1: Explain the different factors that influence development.	Mastery 1: Evaluate the benefits and costs TNCs bring to host countries and home countries.	Mastery 1: Explain the causes of climate change.	Mastery 1: Explain the causes of different diseases around the world.
Assessment 2	Mastery 2: Abstract concepts Interpreting Maps	Mastery 2: Abstract concepts Interpreting Maps	Mastery 2: Abstract concepts Interpreting Graphs	Mastery 2: Abstract concepts Interpreting Graphs.	Mastery 2: Abstract concepts Sustainability	Mastery 2: Abstract concepts Sustainability
Cross Curricular Links with other Faculties	<ul style="list-style-type: none"> Science - Plant adaptations BV = individual liberty = debate on rainforest deforestation and its uses. BV = mutual respect = Kayapo way of life. BV = rule of law = protecting rainforests from deforestation. 	<ul style="list-style-type: none"> BV = Mutual respect = for other cultures and lifestyles based on development. BV = Individual liberty = Motives behind migration in Brazil. BV = mutual respect = favela culture BV = rule of law = crime in favelas. BV = democracy = Ideas for improving favelas. 	<ul style="list-style-type: none"> Business – TNCs and fairtrade BV = democracy = historical influences over development BV = rule of law = exploitation of workers. 	<ul style="list-style-type: none"> Business – TNCs BV = democracy = governments allowing TNCs and Americanisation to happen. BV = individual liberty = ability to consumer whatever we choose. BV = rule of law = issues with TNCs and sweatshops, for financial gain. 	<ul style="list-style-type: none"> Science – Greenhouse effect and energy BV = mutual respect = opinions on climate change. <p>BV = democracy = the issues oil causes between democratic countries and during war.</p>	<ul style="list-style-type: none"> Science – Bacteria, parasites, viruses & diseases. (AU1 & SU2, Y8) PSHE – Sex Education (sexually transmitted diseases & prevention) History – the Black Death, causes and treatment (Y7 AU2, Y8 SU1) BV = rule of law = laws to reduce Covid. <p>BV = democracy = acting as a government and choosing disease prevention strategies.</p>
Knowledge Organiser content	Definitions of keywords and diagram of Hadley Cell.	Definitions of keywords, photograph of favela.	Definitions of keywords, dual coding for causes of uneven development.	Definitions of keywords. Sweatshop picture.	Definitions of keywords, diagram of greenhouse effect, pictures of renewable energy	Definitions of keywords

Year Group 9 (2 lessons a week)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Content	<p>Tectonic Hazards <u>Link to GCSE: Paper 1</u></p> <p>Medium term content Composite: Understand the formation and effects of tectonic hazards and how humans respond to these hazards.</p> <p>Component 1 = The different types of climatic and tectonic hazards.</p>	<p>Weather Hazards <u>Link to GCSE: Paper 1</u></p> <p>Medium term content Composite: Understand the distribution and formation of tropical storms and how humans respond to these hazards.</p> <p>Component 1 = How the global atmospheric circulation works and influences climate zones around the world.</p>	<p>Population and Migration <u>Link to GCSE: Paper 2</u></p> <p>Medium term content Composite: Understand the causes of population change and its links to development, as well as how migration impacts this.</p> <p>Component 1 = The population distribution around the world and how it has changed over time, looking at</p>	<p>Urbanisation and Regeneration <u>Link to GCSE: Paper 2</u></p> <p>Medium term content Composite: Understand global urbanisation trends and the need for regeneration schemes in the UK.</p> <p>Component 1 = Global urbanisation trends and the reasons behind it, including megacities.</p>	<p>Resources <u>Link to GCSE: Paper 2</u></p> <p>Medium term content Composite: Understand the issues surrounding resources, with a deeper knowledge of UK consumption and the strategies to be more sustainable.</p> <p>Component 1 = What is a resource and how are they consumed around the world?</p>	<p>Tourism <u>Link to GCSE: Paper 2</u></p> <p>Medium term content Composite: Understand the costs and benefits of using tourism to boost economic development in Kenya and how this compares to Nigeria.</p> <p>Component 1 = The four economic (domestic, inbound, outbound) and social (historical, beach...) ways of classifying</p>

	<p>Component 2 = What are tectonic plates, plate margins and their locations around the Earth.</p> <p>Component 3 = Constructive, destructive and conservative plate margins and how they create volcanic eruptions and earthquakes.</p> <p>Component 4 = The primary and secondary effects of volcanic eruptions and their social, economic and environmental impacts.</p> <p>Component 5 = The effects and responses to earthquakes, linking to the case study example of Nepal, 2015.</p> <p>Component 6 = How countries can predict, prepare, protect against tectonic hazards.</p>	<p>Component 2 = The distribution of tropical storms globally, using maps to help.</p> <p>Component 3 = The formation of tropical storms, relating to ingredients (e.g. sea surface temperatures and the Coriolis effect).</p> <p>Component 4 = The causes, effects (primary and secondary) and responses (short- and long-term) to Typhoon Haiyan in the Philippines (2013).</p> <p>Component 5 = How will climate change increase the frequency, distribution, and intensity of tropical storms.</p> <p>Component 6 = The different weather hazards that the UK experiences, using examples such as the UK Heatwave of 2018, to explain the effects.</p>	<p>population pyramids from various countries.</p> <p>Component 2 = What natural increase is and the demographic transition model to show the causes of population change over time.</p> <p>Component 3 = Strategies to increase and decrease population, including empowerment of women and family planning using case studies of China's One Child Policy and Japan's declining ageing population.</p> <p>Component 4 = Different types of migration (e.g. rural-to-urban, emigration, immigration) and the push and pull factors that influence this.</p> <p>Component 5 = Case study example of Northern Triangle migration to the USA, including the causes and issues associated with this migration and the effectiveness of US policy on migration.</p>	<p>Component 2 = The impacts of urbanisation on populations and the environment, using the case study of Manchester to discuss opportunities and challenges.</p> <p>Component 3 = What is regeneration and how it can help areas in urban decline, linked to the UK case study of regeneration Salford Quays in Manchester.</p> <p>Component 4 = Strategies used to make urban living more sustainable, including traffic schemes that reduce pollution.</p>	<p>Component 2 = Where food is grown around the world and our carbon footprint.</p> <p>Component 3 = Food insecurity issues and their causes and impacts</p> <p>Component 4 = Creating sustainable food supplies, linking to the UK.</p> <p>Component 5 = Water surplus and deficit around the world. Causes and Impacts of water insecurity</p> <p>Component 6 = Strategies around the world to create sustainable water supplies.</p> <p>Omitted: Festivals unit as it did not link to GCSE or prior knowledge enough.</p>	<p>tourism and applying to real-life examples.</p> <p>Component 2 = Kenya's location in Africa; the importance of tourism to Kenya and the types of tourist attractions across the country.</p> <p>Component 3 = The social, economic and environmental costs and benefits of tourism to Kenya.</p> <p>Component 4 = Investigating the impact of tourism in the UK. (Issue evaluation)</p> <p>Component 5 = What ecotourism is and how it can be used to make tourism more sustainable.</p> <p>Component 5 = What ecotourism is and how it has been incorporated into Kenyan tourism to make it more sustainable.</p> <p>Component 6 = Planning a sustainable fieldtrip to Kenya, using flight mileage; activities and hotels and their facilities to justify a low-impact class trip to Kenya.</p>
<p>Prior knowledge and skills</p>	<p>Students should know what volcanoes and earthquakes are from KS2. This links to Year 7 Spring 1.</p>	<p>Students will know how to research a case study from Autumn 1 Year 9 and Spring 2 Year 8.</p>	<p>Spring 1 Year 7 reasons for settling, Spring 1 Year 8 migration in Brazil. This provides a basic understanding of why people move and the population changes.</p>	<p>Link to Year 9 Spring 1 on migration and Year 8 Summer 1 on Globalisation, especially the fieldtrip to Liverpool.</p>	<p>Link to Year 8 sustainability and carbon footprint, climate change.</p>	<p>Link to Year 8 sustainability, map skills in Year 7, development in Year 8.</p>
<p>Assessment Objectives</p>	<p>AO1 – Knowledge AO2 – Understanding</p>	<p>AO1 – Knowledge AO2 – Understanding</p>	<p>AO1 – Knowledge AO2 – Understanding</p>	<p>AO1 – Knowledge AO2 – Understanding</p>	<p>AO1 – Knowledge AO2 – Understanding AO3 – Application AO4 – Skills</p>	<p>AO1 – Knowledge AO2 – Understanding AO3 – Application AO4 – Skills</p>

<p>Vocabulary / Key Subject Terminology</p>	<p>Inner core Outer core Mantle Crust Tectonic plate Plate margin Constructive margin Destructive margin Conservative margin Subducts Cause <u>Nepal earthquake:</u> primary effects secondary effects immediate responses long-term responses</p>	<p>Tropical storm Evaporation Condensation Wind shear Coriolis effect Distribution Eye</p> <p><u>Typhoon Haiyan:</u> Newly Emerging Economy primary effects secondary effects immediate responses long-term responses</p>	<p>Population Distribution Spread Demographic transition model Birth rate Death rate Natural increase Natural decrease Fluctuating Development Infant mortality rate Contraception Agriculture Healthcare Women empowerment Migration Rural-to-urban migration Push factor Pull factor Lagos</p>	<p>Urban Rural Urbanisation Urban growth Megacity Natural decrease Migration Rural-to-urban migration Pull factor Push factor Urban challenge Urban opportunity Deindustrialisation Burgess Model Central Business District Inner city Suburbs Rural-urban fringe Urban decline Regeneration Salford Quays Sustainable Sanitation Pollution Waste Metrolink MediaCityUK Greenspace</p>	<p>Resource Management Food production Carbon footprint Food insecurity Food miles Physical factor Human factor Climate Pest Locust Technology Conflict Famine Undernutrition Soil erosion Social unrest Sustainable Industrial agriculture Organic farming Urban farming initiatives Seasonal foods Waste</p>	<p>Tourism NEE Kenya Development Development gap Economy Visa fee Human Development Index Profit Infrastructure National Park Leakage Culture Maasai Mara Conflict Conservation Ecotourism Sustainable</p>
<p>Assessment 1</p>	<p>Mastery 1: Explain how volcanoes and earthquakes are created at plate margins.</p>	<p>Mastery 1: Describe the distribution of tropical storms and explain how they form.</p>	<p>Mastery 1: Explain how a country's population changes as it develops.</p>	<p>Mastery 1: Evaluate the opportunities and challenges of urban growth in NEEs.</p>	<p>Mastery 1: Explain how food insecurity is caused.</p>	<p>Mastery 1: 'Tourism benefits the whole of Kenya', how far do you agree with this statement?</p>
<p>Assessment 2</p>	<p>Mastery 2: Abstract concepts Interpreting Maps</p>	<p>Mastery 2: Abstract concepts Interpreting Maps</p>	<p>Mastery 2: Abstract concepts Interpreting Graphs</p>	<p>Mastery 2: Abstract concepts Interpreting Graphs</p>	<p>Mastery 2: Abstract concepts Sustainability</p>	<p>Mastery 2: Abstract concepts Sustainability.</p>
<p>Cross Curricular Links with other Faculties</p>	<ul style="list-style-type: none"> Science – Structure of the Earth BV = mutual respect = Wegener's theory BV = rule of law = laws in HICs and LICs to make them safer. BV = democracy = predict, prepare, protect strategies decided in countries. 	<ul style="list-style-type: none"> Science – water cycle key terms. BV = mutual respect = culture of Philippines. BV = democracy = UK responses to weather events. 	<ul style="list-style-type: none"> BV = individual liberty = DTM and ways of life at each stage; strategies to control population growth; women empowerment. BV = rule of law = movement of people from Northern Triangle to USA. 	<ul style="list-style-type: none"> BV = mutual respect = culture of those in Mumbai vs ours. BV = Individual liberty = why people move to Mumbai. BV = democracy = voicing opinions on regeneration schemes BV = rule of law = sustainability laws and initiatives. 	<ul style="list-style-type: none"> Science and food tech – nutrition BV = individual liberty = freedom of buying foods in HICs. 	<ul style="list-style-type: none"> Spanish – SU1 travel BV = mutual respect = respecting cultures when on holiday (sustainable tourism). BV = rule of law = laws in place to stop unsustainable tourism.

Knowledge Organiser content	Definitions of keywords, diagram of destructive margin, Nepal plate boundary.	Definitions of keywords, picture of tropical storm, evacuation centre, field hospital.	Definitions of keywords, diagram of DTM, picture of Nigeria location.	Definitions of keywords, diagram for Burgess model, picture of derelict area, and picture of Salford Quays now.	Definitions of keywords, picture of locust swarm, sustainable food methods pictures.	Definitions of keywords. Kenya location map, savanna in Kenya picture.
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Geography Years 10 and 11: 2022-23

Year Group 10 3 hours)	Autumn 1 (21hrs)	Autumn 2 (21hrs)	Spring 1 (18hrs)	Spring 2 (18hrs)	Summer 1 (18 hours)	Summer 2 (18 hours)
Curriculum Content	<p>Tectonic Hazards (15 hours) Link to GCSE: Paper 1</p> <p>Medium term content Composite: Understand the formation and tectonic hazards and why risk differs around the world.</p> <p>Component 1 = Introduction to the course, its structure and command words.</p> <p>Component 2 = The definition of natural hazards and disasters and the types of tectonic and climatic hazards.</p> <p>Component 3 = Factors affecting hazard risk and how much impact a hazard will have.</p> <p>Component 4 = What is the plate tectonic theory and the global distribution of tectonic plates and margins.</p> <p>Component 5 = Constructive, destructive and conservative plate margins and how they create volcanic eruptions and earthquakes.</p>	<p>Weather Hazards (10 hours) Link to GCSE: Paper 1</p> <p>Medium term content Composite cont'd: Understand the distribution and formation of different weather hazards; their social, economic and environmental effects; and how risk can be reduced.</p> <p>Component 4 = The effects (primary and secondary) and responses (short- and long-term) to Typhoon Haiyan in the Philippines (2013).</p> <p>Component 5 = Predict, Protect, Prepare and how to mitigate the effects of tropical storms.</p> <p>Component 6 = The different weather hazards that the UK experiences, using mini examples such as the Beast from the East (2018) and the larger case study of the Somerset Levels to explain social, economic and environmental effects and responses.</p> <p>Component 7 = The natural and human causes of climate change, its global effects and the ways humans can mitigate and adapt to it.</p>	<p>Rainforests (14 hours) Link to GCSE: Paper 1</p> <p>Medium term content Composite: Understand large and small-scale ecosystems; their abiotic and biotic characteristics and how humans can affect these ecosystems.</p> <p>Component 1 = The features of food webs and interdependence, linking to Slapton Ley Reed Bed in Devon.</p> <p>Component 2 = Distribution and characteristics of global ecosystems, such as rainforests and polar climates.</p> <p>Component 3 = Structure of the rainforest from forest floor to emergent layer, identifying the abiotic and biotic changes as you move up the layers</p> <p>Component 4 = Adaptations of plants and animals to each layer of the rainforest for</p>	<p>Rivers (20hrs) Link to GCSE: Paper 1</p> <p>Medium term content Composite: Understand the features of rivers relating to river processes from source to mouth and flooding.</p> <p>Component 1 = Overview of the location of major upland/lowland areas and river systems in the UK.</p> <p>Component 2 = The hydrological cycle and the human and physical features of it.</p> <p>Component 3 = Changes in the long and cross profiles of a river.</p> <p>Component 4 = Fluvial processes that occur in rivers including types of erosion, transport and deposition.</p> <p>Component 5 = Formation of erosional and depositional landforms at each stage of a</p>	<p>Coasts (18hrs) Link to GCSE: Paper 1</p> <p>Medium term content Composite: Understand the coastal processes that lead to changes in the landscape, linking to landforms and management.</p> <p>Component 1 = Constructive and destructive waves and their characteristics.</p> <p>Component 2 = Coastal processes including mass movements; types of erosion (abrasion...); transportation (longshore drift) and deposition.</p> <p>Component 3 = Formation of landforms (erosional and depositional) on the coast, linking to geology.</p> <p>Component 4 = Hard and soft engineering strategies used to reduce coastal processes. This includes looking at the costs and benefits to these strategies,</p>	<p>Fieldwork and Geographical Investigation Link to GCSE: Paper 3</p> <p>Medium term content Composite: Understand the rationale behind the fieldwork hypothesis and analyse data to conclude a research question proposed.</p> <p>Component 1 = Introduce fieldwork paper and research question 'Are sand dunes effective at protecting the coastline in Crosby on the Sefton Coast'. Revisit geographical concepts (longshore drift and coastal defences) and location.</p> <p>Component 2 = Types of data collection (primary and secondary) and limitations.</p> <p>Component 3 = Secondary data analysis – reading OS maps and pinpointing geographical features e.g. beaches, defences, nature reserves, using 4 and 6</p>

<p>Component 6 = Primary and secondary effects of earthquakes.</p> <p>Component 7 = Immediate and long-term responses to earthquakes.</p> <p>Component 8 = Compare case studies of 2 earthquakes in areas of different wealth (HIC vs LIC)</p> <p>Component 9 = Why do people live in areas of risk?</p> <p>Component 10 = How can risk be managed in areas of tectonic activity?</p> <p>Weather Hazards (6 hours) Link to GCSE: Paper 1</p> <p>Medium term content Composite: Understand the distribution and formation of different weather hazards; their social, economic and environmental effects; and how risk can be reduced.</p> <p>Component 1 = How the global atmospheric circulation works and influences climate zones around the world.</p> <p>Component 2 = The distribution of tropical storms globally, using maps to help.</p> <p>Component 3 = The formation of tropical storms, relating to ingredients (e.g. sea surface temperatures and the Coriolis effect), linking to their internal structure and the influence of climate change on their strength, frequency and distribution.</p>	<p>Climate Change (6hrs) Link to GCSE: Paper 1</p> <p>Medium term content Composite: Understand the natural and human causes of climate change and evidence of past and future change.</p> <p>Component 1 = Evidence of past climate change through the Quaternary.</p> <p>Component 2 = Natural and human causes of climate change e.g. volcanic activity.</p> <p>Component 3 = Social, economic and environmental effects of climate change on people and the environment.</p> <p>Component 4 = Mitigation (e.g. alternative energy) and adaptation (e.g. change in agricultural systems) to climate change.</p>	<p>survival and the interdependences between biotic and abiotic elements e.g. soil, climate and animals.</p> <p>Component 5 = The biodiversity and value of the rainforest, using the Amazon rainforest to understand the causes and economic and environmental impacts of deforestation.</p> <p>Component 6 = Strategies used to manage the rainforest sustainably e.g. selective logging and replanting.</p> <p>Hot Deserts (6hrs) Link to GCSE: Paper 1</p> <p>Medium term content Composite: Understand the abiotic and biotic characteristics of hot deserts and the challenges and opportunities to development in these regions.</p> <p>Component 1 = The physical characteristics of hot deserts, including precipitation and soil.</p> <p>Component 2 = The adaptations of plants and animals in hot deserts; the issues with biodiversity and the interdependence in the ecosystem.</p> <p>Component 3 = The opportunities and challenges to development of the Sahara Desert.</p> <p>Component 4 = The causes of desertification on the fringes of hot deserts, including strategies to reduce this.</p>	<p>river, linking to a drainage basin case study of the River Tees.</p> <p>Component 6 = Physical and human causes of flooding.</p> <p>Component 7 = How to read flood hydrographs to explain the stages of flooding.</p> <p>Component 8 = Soft and hard engineering on floodplains and their various costs/benefits on mitigating flood risk, linking to a flood management case study (Oxford floods, 2004).</p>	<p>linking to the case study of the Lyme Regis.</p>	<p>figure grid references and isolines for relief.</p> <p>Component 4 = Risk assessment of Crosby and the methodology (data collection) of the fieldwork.</p> <p>Component 5 = Primary data collection at Crosby (Week 2 of SU1 ideally)</p> <p>Component 6 = Types of data presentation and how to read types of graphs, maps and charts e.g. radar graphs, and their limitations.</p> <p>Component 7 = Presentation of primary data, analysis and limitations of data presentation and conclusions of the fieldwork, related to the research question.</p> <p>Component 6 = Evaluation of fieldwork – what could be done better next time? What were the fieldwork’s limitations?</p>
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Prior knowledge and skills	Year 9 Autumn 1 Tectonic Hazards	Year 9 Autumn 2 Weather Hazards, Year 8 Climate Change.	Year 7 Hot deserts and Year 8 Tropical Rainforests	Year 7 Rivers	Year 7 Coasts	Year 7-9 decision making and fieldtrips.
Assessment Objectives	AO1 – Knowledge AO2 – Understanding AO3 – Application AO4 - Skills	AO1 – Knowledge AO2 – Understanding AO3 – Application AO4 - Skills	AO1 – Knowledge AO2 – Understanding AO3 – Application AO4 - Skills	AO1 – Knowledge AO2 – Understanding AO3 – Application AO4 - Skills	AO1 – Knowledge AO2 – Understanding AO3 – Application AO4 - Skills	AO1 – Knowledge AO2 – Understanding AO3 – Application AO4 - Skills
Vocabulary / Key Subject Terminology	<p>Inner core Outer core Mantle Crust Tectonic plate Plate margin Distribution Constructive margin Destructive margin Conservative margin Subducts Cause <u>Nepal & New Zealand earthquakes:</u> primary effects secondary effects immediate responses long-term responses HIC, LIC, wealth Hazard risk Education Income Family Management strategy Monitoring, prediction, planning, protection</p>	<p>Tropical storm Evaporation Condensation Wind shear Coriolis effect Distribution Eye Eye wall Spiralling wind bands Equator <u>Typhoon Haiyan:</u> Newly Emerging Economy primary effects secondary effects immediate responses long-term responses</p> <p>Frequency Distribution Intensity Storm Ali Beast from the East Somerset Levels Floods</p> <p>Mitigate Planting trees Alternative energy Adaptation Managing water supplies Changing agricultural systems Greenhouse effect Enhanced greenhouse effect Burning fossil fuels Agriculture Deforestation Orbital changes Volcanic eruptions Sunspots Quaternary period Evidence Ice cores Tree rings</p>	<p>Emergent, Canopy, Deforestation, Erosion, Extinction, Forest floor, Sustainability, Management, Climate, Indigenous, Rainforest, Soil Temperature Precipitation, Destruction, Adaptation, Vegetation, Biodiversity, commercial farming, commercial logging, debt reduction, ecotourism, mineral extraction, selective logging, soil erosion, subsistence farming.</p> <p>Hot desert, adaptation, interdependence, development, biodiversity, mineral extraction, agriculture, inaccessibility, over-cultivation, soil erosion, management, appropriate technology, desertification, mineral extraction, overcultivation, overgrazing.</p>	<p>River, upper course, middle course, lower course, cross profile, long profile, water cycle, transpiration, surface runoff, infiltration, drainage basin, source, mouth, confluence, saturation, fluvial process, erosion, vertical erosion, lateral erosion, transportation, deposition, hydraulic action, abrasion, attrition, solution, traction, saltation, suspension, waterfall, gorge, meander, oxbow lake, estuary, levee, floodplain, hydrograph, urbanisation, impermeable, interception, precipitation, flood, flood risk, hard and soft engineering, dams, reservoirs, channel straightening, flood warning system, floodplain zoning, flood alleviation scheme, Oxford.</p>	<p>Coast, destructive wave, constructive wave, swash, backwash, wave height, erosion, biological weathering, chemical weathering, mechanical weathering, mass movement, landslide, rotational slip, slumping, hydraulic action, abrasion, attrition, solution, transportation, longshore drift, deposition, headland, bay, wavecut platform, beach, spit, bar, sand dune, embryo dune, yellow dune, crack, cave, arch, stack, stump, hard engineering, soft engineering, groynes, gabions, sea wall, managed retreat, dune regeneration.</p>	<p>Data presentation, primary, secondary, hypothesis, longshore drift, hard engineering, erosion, sea wall, groynes, OS map, grid references. Human, physical, risk assessment, conclusion, evaluation, choropleth, proportion circles, isoline, sample, reliability, validity, accuracy, limitation.</p>

Assessment 1	Explain how volcanoes and earthquakes are made at a destructive plate margin.	Explain how tropical storms form.	Explain the opportunities and challenges of living in a hot desert.	Explain the formation of a fluvial landform in each stage of a river.	Explain the formation of erosional and depositional landforms on coasts.	Explain how primary data was collected during fieldwork.
Assessment 2	End of topic test from exam board	End of topic test from exam board	End of topic test from exam board	End of topic test from exam board	End of topic test from exam board	Paper 1 and 3 Mock Exam
Cross Curricular Links with other Faculties	<p>Science – Structure of the Earth</p> <p>BV = rule of law = laws in HICs and LICs to make them safer.</p> <p>BV = democracy = predict, prepare, protect strategies decided in countries.</p>	<p>Science –climate change</p> <p>BV = individual liberty = opinions on climate change.</p> <p>BV = rule of law = protecting rainforests from deforestation.</p>	<p>Science – Ecosystems</p> <p>BV = democracy = government strategies to stop desertification.</p> <p>BV = rule of law = protecting communities from flood risk.</p>	<p>BV = rule of law = protecting communities from coastal erosion.</p>	<p>Science – water cycle</p> <p>BV = democracy = government strategies to stop coastal erosion at Bridlington.</p> <p>BV = individual liberty =</p>	<p>BV = democracy = government strategies for improving favelas.</p> <p>BV = rule of law = protecting favelas from gang violence.</p>

Year Group 11	Autumn 1 (21hrs)	Autumn 2 (21hrs)	Spring 1 (18hrs)	Spring 2 (18hrs)	Summer 1 (18 hours)	Summer 2 (18 hours)
Curriculum Content	<p>Urban Issues and Challenges <u>Link to GCSE: Paper 2</u></p> <p>Medium term content Composite: Understand the development gap and its indicators, in addition to ways it can be reduced around the world and in a UK setting.</p> <p>Component 1 = The global patterns of urban change and urban trends in in different HICs and LICs.</p> <p>Component 2 = Factors affecting urbanisation, including migration and natural increase, linking to the emergence of megacities around the world.</p> <p>Component 3 = Urban growth and its opportunities and challenges, linked to the case study of Lagos. Also includes how urban planning can improve the life of the poor in Lagos.</p> <p>Component 4 = Population distribution around the UK and its major cities, such as Bristol.</p>	<p>Changing Economic World <u>Link to GCSE: Paper 2</u></p> <p>Medium term content Composite: Understand the development gap and its indicators, in addition to ways it can be reduced around the world and in a UK setting.</p> <p>Component 1 = Classifying world’s economic development (HIC, LIC, NEE), relating to the development indicators (GNI, Infant Mortality etc) and their limitations.</p> <p>Component 2 = The Demographic Transition Model, its uses and how it helps to show the transitions of development over time.</p> <p>Component 3 = The causes (historical, physical and economic) and consequences (wealth, health, migration) of the development gap.</p> <p>Component 4 = Overview of strategies to reduce the development gap (e.g. aid, debt relief), relating to a case study of how tourism in Kenya reduces the development gap.</p>	<p>Resource Management (Food) <u>Link to GCSE: Paper 2</u></p> <p>Medium term content Composite: Understand the global inequalities of resources; changes in demand and sustainable strategies to tackle issues related to food shortages. 18 hrs</p> <p>Component 1 = The significance of food, water and energy in human development and global inequalities of each resource. 2hrs</p> <p>Component 2 = A UK-focused perspective on changes in demand of food, water and energy and how it presents challenges and opportunities. 6hrs</p> <p>Component 3 = Factors that affect supply and demand of food, linked to calorie intake, economic development and population.</p> <p>Component 4 = Impacts of food insecurity including famine and soil erosion.</p> <p>Component 5 = Strategies to increase food supply, using the case study of the River Nile in Egypt to demonstrate the advantages and disadvantages of large-scale agricultural developments.</p>	<p>Fieldwork and Geographical Investigation <u>Link to GCSE: Paper 3</u></p> <p>Medium term content Composite: Understand the rationale behind the fieldwork hypothesis and analyse data to conclude a research question proposed.</p> <p>Component 1 = Introduce fieldwork paper and research question ‘Is coastal engineering at Bridlington effective in protecting the coast?’. Revisit geographical concepts (longshore drift and coastal defences) and location.</p> <p>Component 2 = Types of data collection (primary and secondary) and limitations.</p> <p>Component 3 = Secondary data analysis – reading OS maps and pinpointing geographical features e.g. beaches, defences, nature reserves, using 4 and 6 figure grid references and isolines for relief.</p> <p>Component 4 = Risk assessment of Bridlington and the methodology (data collection) of the fieldwork.</p>	<p>Revision Paper 1, 2,3</p> <p>Medium term content Revision of theory papers 1-3. Revision of skills papers 1-3.</p>	Revision

	<p>Component 5 = A UK case study (Manchester) to demonstrate the influence migration has on its growth and character; socio-economic opportunities and challenges that arise from urban change.</p> <p>Component 6 = The features of an urban regeneration project in Manchester (Salford Quays) and the costs/benefits of the project.</p> <p>Component 7 = Features of sustainable urban living, including urban transport strategies using the case study of Freiburg, Germany.</p>	<p>Component 5 = Case study of the economic development of Nigeria (NEE). The whole case study includes: location & importance; wider context in its country (e.g. social); change in industrial structure to manufacturing and the role of TNCs; the change in global relationships and aid; and the effects of economic development.</p> <p>Component 6 = The causes of economic change in the UK and how the UK is moving towards a post-industrial (tertiary and quaternary) economy, linking to a science and business parks example in Cambridge.</p> <p>Component 7 = Impacts of industry on the physical environment and an example of how modern industrial development can be more environmentally sustainable.</p> <p>Component 8 = Social and economic changes in the rural landscape in one area of population growth and one area of population decline.</p> <p>Component 9 = Improvements to infrastructure in the UK, such as road and rail; evidence of the North-South divide and strategies to reduce this gap.</p> <p>Component 10 = The place of the UK in the wider world. Links through trade, culture, transport, and electronic communication and economic/political links.</p>	<p>Component 6 = The different ways that food supplies can be more sustainably produced (e.g. organic farming), using FarmAfrica as a case study.</p>	<p>Component 5 = Primary data collection at Bridlington. (Week 2 of SU1 ideally)</p> <p>Component 6 = Types of data presentation and how to read types of graphs, maps and charts e.g. radar graphs, and their limitations.</p> <p>Component 7 = Presentation of primary data, analysis and limitations of data presentation and conclusions of the fieldwork, related to the research question.</p> <p>Component 6 = Evaluation of fieldwork – what could be done better next time? What were the fieldwork’s limitations?</p> <p>Fieldwork will be conducted on a fieldtrip to the Holderness Coast (Bridlington) to link pupils case study with real-life.</p> <p>Paper 3</p> <p>Medium term content Composite: Understand the pre-release booklet and its geographical issues associated.</p> <ol style="list-style-type: none"> 1. Introduction to what the pre-release booklet is and exam set-up. 2. Pre-release booklet taught. 3. Exam-style questions for pre-release. 		
Prior knowledge and skills	Year 7 Community; Year 8 Development and Year 9 Urbanisation.	Year 8 Development and Year 9 Urbanisation.	Y9 Resources	Year 7-11 geographical skills throughout. Year 7 – Community (EQS)	Decision making Year 7-9 and Year 10 Summer term.	
Assessment Objectives	AO1 – Knowledge AO2 – Understanding AO3 – Application AO4 - Skills	AO1 – Knowledge AO2 – Understanding AO3 – Application AO4 - Skills	AO1 – Knowledge AO2 – Understanding AO3 – Application AO4 - Skills	AO1 – Knowledge AO2 – Understanding AO3 – Application AO4 - Skills	AO1 – Knowledge AO2 – Understanding AO3 – Application AO4 - Skills	

Vocabulary / Key Subject Terminology	<p>HIC, NEE, LIC, brownfield site, dereliction, economic opportunity, greenfield site, inequality, transport, megacity, distribution, migration, natural increase, pollution, rural-urban fringe, burgess model, CBD, inner city, suburbs, sanitation, social opportunity, squatter settlement, slum, sustainable, congestion, greenspace, urbanisation, regeneration, waste recycling,</p> <p>Death rate, Development. Economic Inequality, Infant mortality rate Life expectancy, Push factors, pull factors, gentrification, urbanisation,</p>	<p>Development, development gap, indicators, demographic, NEE, LIC, HIC, TNC, Economic, life expectancy, literacy, death rate, birth rate, deindustrialisation, north-south divide, manufacturing, aid, fairtrade, globalisation, GNI, HDI, primary industry, secondary industry, tertiary industry, quaternary industry, industrial structure, intermediate technology, microfinance loan, science and business park, trade, TNC, opportunity, challenge.</p>	<p>Resource, malnourishment, food scarcity, food surplus, water surplus, renewable, non-renewable, energy mix, calorie intake, agriculture, agribusiness, food miles, fossil fuel, local food sourcing, organic, management, aeroponics, biotechnology, famine, food insecurity, security, hydroponics, irrigation, permaculture, sustainable, new green revolution, undernutrition, urban farming.</p>	<p>Data presentation, primary, secondary, hypothesis, longshore drift, hard engineering, erosion, sea wall, groynes, OS map, grid references. Human, physical, risk assessment, conclusion, evaluation, choropleth, proportion circles, sample, reliability, validity, accuracy, limitation.</p>	<p>Will depend on the topic released 12 weeks prior to the exam.</p>	
Assessment	<p>To what extent can challenges of squatter settlements be addressed?</p>	<p>End of unit paper for Changing Economic World.</p> <p>Assess the strategies used to reduce the development gap, using a case study you have studied.</p>	<p>Mock Exam Paper 1,2 and 3</p>	<p>Mock exam for pre-release</p>	<p>Mock exam Paper 1,2 and 3</p>	<p>Final GCSE Papers 1-3</p>
Cross Curricular Links with other Faculties			<p>Science –climate change and energy resources</p>	<p>Science – Climate change and tectonics Maths – Statistical calculations</p> <p>Will depend on the topic released 12 weeks prior to the exam.</p>		

Please see <https://filestore.aqa.org.uk/resources/geography/AQA-8035-TG-2Y.PDF> to see rationale of schemes of learning for 2 yr Geography GCSE.