



# CURRICULUM PLAN

GEOGRAPHY

BRAMHALL HIGH SCHOOL

## **Curriculum Intent**

Geography develops an understanding of human and physical processes within the context of place and is an education for life and for living.

Our geography course is a well-balanced variety of carefully chosen topics sequenced to construct a deep and lasting knowledge yet remains flexible to reflect the ever-changing world. Students will develop a greater understanding and knowledge of the world, as well as their place in it. It provides students with a knowledge of the differences, inequalities and conflict between places and social groups and an understanding of the many challenges facing the next generation of geographers. It will enable students to make sense of the physical environment, develop knowledge and skills that are transferable to other curriculum areas, and promote their moral, social and cultural awareness.

Students will leave with the geographical knowledge, humility and resilience to be a global citizen and with the skills to enable them to become adept researchers, problem solvers, critical thinkers, communicators, team players and well-rounded individuals. We seek to inspire and instil a curiosity and fascination about the world and its people which will remain with them for the rest of their lives.

The department believes the curriculum cannot be solely delivered within the confinements of four walls. To this end, we have designed fieldwork to enhance students' geographical learning and social development including the opportunity to visit places such as the Peak District and Switzerland. On these trips students gain exposure and view the world from fresh perspectives encouraging them to view things critically and investigate further. It makes the curriculum more meaningful and enhances knowledge retention with trips being etched in their memory for years to come. Students are also encouraged to partake in additional activities for example by joining the Eco-school which aims to empower our students to improve the local environment.

## YEAR 7

| Term    | Programme of Learning  | Links to the National Curriculum / Specification / Additional  | Assessments   | What extra learning opportunities are planned?   | Disciplinary Literacy   |
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| Term 1a | <p><b>What is geography</b></p> <p>An introduction to geography and the key concepts of human, physical and environmental geography.</p> <p><b>Geography of the British Isles</b></p> <p>A detailed insight into the British Isles and the countries within. This includes the relief, major cities and notable human and physical attractions. This topic also aims to develop students' locational knowledge of the UK.</p> <p><b>World Geography</b></p> <p>An overview of the world's major countries,</p> | <p>Build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field.</p> <p>Human geography relating to: population and urbanisation.</p> <p>Understand how human and physical processes interact and change landscapes and environments.</p> | <p>Ongoing formative assessment and retrieval practice during lessons.</p> <p>CPR:<br/>Geography of the UK: identify the countries in GB, UK and BI; describe the location of the UK; describe the relief of the UK.</p> <p>Educake online fortnightly quizzes.</p> | <p>Careers in geography.</p> <p>Geography in the news.</p> <p>Recycle week; 20-26th September.</p> <p>International walk to school Month; October.</p> <p>Young Geographer of the Year competition; R.G.S.</p> | <p>Comprehension task 1a.</p> <p>Opportunities for enhancing student's reading* and listening skills.</p> <p>(*To avoid repetition the reading tasks in geography lessons will generally follow one of the four examples below:<br/>Continuous reading i.e. uninterrupted reading of an extended piece of text.</p> |

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|  | <p>continents and oceans.<br/>Global connections;<br/>exploring our connections<br/>to the wider world and the<br/>impact of these links.</p> |  |  |  | <p>Close reading i.e.<br/>careful study<br/>reading.<br/>Skimming i.e.<br/>glancing quickly<br/>through the text to<br/>get the gist of it.<br/>Scanning i.e.<br/>searching for a<br/>particular piece of<br/>information).</p> <p>Definitions of key<br/>terms including:<br/>Human<br/>Physical<br/>Environmental<br/>Relief<br/>Urban<br/>Rural<br/>Equator<br/>Continents<br/>Countries<br/>Describe<br/>Explain</p> |
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| <p><b>Term 1b</b></p> | <p><b>Map Skills</b></p> <p>An in-depth study of maps and map skills. This will include map symbols, grid references, scale and distance. A variety of maps and photographs will be used to apply skills and knowledge in a range of circumstances.</p> <p>Geographical Information Systems: An introduction to GIS and its importance / relevance. The application of GIS skills to view, analyse and interpret places and data.</p> | <p>Build on their knowledge of globes, maps and atlases and apply and develop this knowledge.</p> <p>Interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs.</p> <p>Use Geographical Information Systems (GIS) to view, analyse and interpret places and data.</p> | <p>Ongoing formative assessment and retrieval practice during lessons.</p> <p>CPR:<br/>End of topic test.</p> | <p>Geography awareness week; 15th to 20th November.</p> <p>Physical geography photo competition; G.A.</p> <p>Consider Ordnance Survey and K.M.R.T / P.D.M.R.O. links.</p> | <p>Comprehension task 1b.</p> <p>Opportunities for enhancing student's writing skills (map symbol story).</p> <p>Opportunity for peer work and sharing skills / knowledge; map activities.</p> <p>Definitions of key terms including:<br/>Contours<br/>Grid references<br/>Eastings<br/>Northings</p> |
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| <p><b>Term 2a</b></p> | <p><b>An introduction to tectonics</b></p> <p>An introduction to the structure of the earth and the processes and characteristics of different plate boundaries.</p> <p><b>An introduction to Geology</b></p> <p>An Introduction to geology including rocks, soils and weathering.</p> | <p>Physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils.</p> | <p>Ongoing formative assessment and retrieval practice during lessons.</p> <p>CPR:<br/>Plate tectonics.</p> | <p>National Geographic Day 27<sup>th</sup> January.</p> <p>British Geological Survey (recent events).</p> <p>“Geography in the News.”</p> <p>Tsunami Awareness Day.</p> | <p>Comprehension task 2a.</p> <p>Opportunities for enhancing student’s reading* and listening skills.</p> <p>Definitions of key terms including:<br/>Tectonic plate<br/>Plate boundary<br/>Plate margin<br/>Conservative margin<br/>Destructive margin<br/>Constructive margin<br/>Igneous<br/>Sedimentary<br/>Metamorphic<br/>Weathering<br/>Erosion<br/>Porosity<br/>Permeability</p> |
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| <p><b>Term 2b</b></p> | <p><b>Environmental issues</b></p> <p>A detailed study of climate change and the environmental challenges that our world is facing.</p> | <p>Understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems.</p> <p>The use of natural resources and the change in climate from the Ice Age to the present.</p> | <p>Ongoing formative assessment and retrieval practice during lessons.</p> <p>CPR:<br/>Climate change.</p> | <p>World water day; 22nd March.</p> <p>Earth Hour; last Saturday in March.</p> <p>Geography ambassador's links.</p> | <p>Comprehension task 2b.</p> <p>Opportunities for enhancing student's reading* and listening skills.</p> <p>Opportunity for peer work.</p> <p>Definitions of key terms including:<br/>Sustainable<br/>Climate change<br/>Evidence<br/>Adaptation<br/>Mitigation</p> |
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| <p><b>Term 3a</b></p> | <p><b>Weather and Climate</b></p> <p>An introduction to the key terms and principles of weather and climate, including the hydrological cycle.<br/>         The UK weather and the influence of factors such as the gulf stream and geographical location on precipitation and temperature patterns.<br/>         An introduction to weather forecasting including the interpretation of synoptic charts and a look at extreme weather events.</p> | <p>Physical geography relating to: weather and climate and hydrology.</p> <p>Understand how human and physical processes interact to influence, and change landscapes.</p> | <p>Ongoing formative assessment and retrieval practice during lessons.</p> <p>Year 7 Exam.</p> | <p>World Earth Day 22nd April.</p> <p>Walk to school week; 20th May.</p> | <p>Comprehension task 3a.</p> <p>Opportunities for enhancing student's writing skills (Rainfall in Stockport).</p> <p>Opportunity for peer work.</p> <p>Definitions of key terms including:<br/>         Weather<br/>         Climate<br/>         Air mass<br/>         Precipitation<br/>         Low pressure<br/>         High pressure</p> |
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| <p><b>Term 3b</b></p> | <p><b>Fieldwork</b></p> <p>An introduction to the concept of fieldwork in a range of contrasting locations to collect, analyse and draw conclusions from data using a variety of sources of information. This year's fieldwork will link to the previous terms work on weather and climate.</p> | <p>Use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.</p> | <p>Ongoing formative assessment and retrieval practice during lessons.</p> <p>CPR:<br/>Fieldwork enquiry.</p> | <p>National Fieldwork Week (5<sup>th</sup> June).</p> <p>“WorldWise Week.”</p> <p>World Environment Day.</p> | <p>Comprehension task 3b.</p> <p>Opportunities for enhancing student's writing skills.</p> <p>Opportunity for peer work including discussion.</p> <p>Definitions of key terms including:<br/>Fieldwork<br/>Primary data<br/>Secondary data<br/>Conclusion<br/>Evaluate</p> |
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## YEAR 8

| Term           | Programme of Learning  | Links to the National Curriculum / Specification / Additional | Assessments   | What extra learning opportunities are planned? | Disciplinary Literacy   |
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| <b>Term 1a</b> | <p><b>Coasts</b></p> <p>An introduction to coasts and the key processes that shape our coastline.<br/>The formation of coastal features and landforms through coastal processes such as erosion and deposition.<br/>The impact of changing coastlines on people and the environment.</p> | Physical geography relating to: coasts.                       | <p>Ongoing formative assessment and retrieval practice during lessons.</p> <p>CPR:<br/>Caves, arches, stacks and stumps.</p> <p>Educake online fortnightly quizzes.</p> | “Geography in the News”                        | <p>Comprehension task 1a.</p> <p>Opportunities for enhancing student’s writing and reading.*</p> <p>Opportunity for peer work.</p> <p>Definitions of key terms including:<br/>Swash<br/>Backwash<br/>Constructive wave<br/>Destructive wave<br/>Erosion<br/>Hydraulic action<br/>Abrasion<br/>Attrition<br/>Solution<br/>Longshore drift<br/>Deposition</p> |

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| <p><b>Term 1b</b></p> | <p><b>Ecosystems</b></p> <p>An introduction to the key concepts of ecosystems including nutrient cycling, food webs, biodiversity and interdependence.<br/>A study of the major biomes and how humans interact with the physical environment to survive (and the challenges and opportunities this creates).<br/>How plants and animals adapt to survive in extreme environments.</p> | <p>Understand how human and physical processes interact to influence, and change landscapes, environments, and the climate; and how human activity relies on effective functioning of natural systems and physical geography relating to soils polar and hot deserts, key physical and human characteristics.</p> | <p>Ongoing formative assessment and retrieval practice during lessons.</p> <p>CPR:<br/>Distribution of biomes.</p> |  | <p>Comprehension task 1b.</p> <p>Opportunities for enhancing student's reading*, writing and listening skills.</p> <p>Opportunity for peer work.</p> <p>Definitions of key terms including:<br/>Biotic<br/>Abiotic<br/>Producer<br/>Consumer<br/>Ecosystem<br/>Biome<br/>Food chain<br/>Food web<br/>Nutrient cycle<br/>Biodiversity<br/>Deforestation<br/>Adaptations</p> |
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| <p><b>Term 2a</b></p> | <p><b>Urban World</b></p> <p>A study of human settlement including factors affecting the location of settlements, urbanisation and migration, and how changing populations can create challenges and opportunities.<br/>An insight into industrial change in the UK.</p> | <p>Human geography relating to; population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources.</p> <p>Understand how human and physical processes interact to influence, and change landscapes.<br/>International development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources.</p> | <p>Ongoing formative assessment and retrieval practice during lessons.</p> <p>CPR:<br/>Rural to urban migration.</p> | <p>Map skills opportunities.</p> | <p>Comprehension task 2a.</p> <p>Opportunities for enhancing student’s reading”, and listening skills.</p> <p>Definitions of key terms including:<br/>Urban<br/>Rural<br/>Megacity<br/>Urbanisation<br/>Industrialisation<br/>Deindustrialisation<br/>Greenfield site<br/>Brownfield site<br/>Primary industry<br/>Secondary industry<br/>Tertiary industry<br/>Quaternary industry</p> |
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| <p><b>Term 2b</b></p> | <p><b>Rivers</b></p> <p>An introduction to the key terms, concepts and processes behind how rivers shape our land and how a river changes throughout its course.</p> | <p>Extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world.</p> <p>build on their knowledge of globes, maps and atlases and apply and develop this knowledge.</p> | <p>Ongoing formative assessment and retrieval practice during lessons.</p> <p>CPR:<br/>How a river changes from source to mouth.</p> | <p>Opportunity for outdoor learning (Ladybrook Valley).</p> | <p>Comprehension task 2b.</p> <p>Opportunities for enhancing student's writing, reading* and listening skills.</p> <p>Opportunity for peer work.</p> <p>Definitions of key terms including:<br/>Source / mouth<br/>River profiles<br/>Velocity<br/>Bedload<br/>Hydraulic action<br/>Abrasion<br/>Attrition<br/>Solution<br/>Traction<br/>Saltation<br/>Suspension<br/>Meanders<br/>Oxbow lakes<br/>Hard engineering<br/>Soft engineering</p> |
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| <p><b>Term 3a</b></p> | <p><b>Exploring Antarctica</b></p> <p>An in-depth focus on Antarctica including map projections, the physical characteristics, the “Race to the Pole” and the current issues affecting Antarctica.</p> | <p>Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in: physical geography relating to: geological timescales; weather and climate, including the change in climate from the Ice Age to the present.</p> <p>Human geography relating to: international development and the use of natural resources.</p> <p>Understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems.</p> <p>Build on their knowledge of globes, maps and atlases.</p> | <p>Ongoing formative assessment and retrieval practice during lessons.</p> | <p>Links to environmental issues and evidence of climate change.</p> | <p>Comprehension task 3a.</p> <p>Opportunities for enhancing student’s reading*, writing and listening skills.</p> <p>Opportunity for peer work.</p> <p>Definitions of key terms including:<br/>Continent<br/>Map projections<br/>Flora<br/>Fauna</p> |
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| <p><b>Term 3b</b></p> | <p><b>Africa – A continent of contrasts</b></p> <p>An in-depth study of Africa to develop a deep knowledge of the key physical and human characteristics, countries and major cities.<br/>A focus on a region of Africa (Kenya and the Sahara) to identify the key physical and human characteristics, as well as the similarities, differences and connections to other places.</p> | <p>Extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, focusing on their environmental regions, including hot deserts, key physical and human characteristics, countries and major cities.<br/>Understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa.</p> <p>Understand how human and physical processes interact to influence, and change landscapes and how human activity relies on effective functioning of natural systems the use of natural resources.</p> | <p>Ongoing formative assessment and retrieval practice during lessons.</p> <p>Year 8 Exam.</p> | <p>Plastic free July.<br/>World Environment Day.</p> | <p>Comprehension task 1b.</p> <p>Opportunities for enhancing student's reading* skills.</p> <p>Opportunity for peer work.</p> <p>Definitions of key terms including:<br/>Continent<br/>Equator<br/>Biomes<br/>Savanna<br/>Tropical rainforest<br/>Desert<br/>Semi-desert</p> |
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**YEAR 9**

| Term    | Programme of Learning  | Links to the National Curriculum / Specification / Additional                     | Assessments   | What extra learning opportunities are planned?       | Disciplinary Literacy  |
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| Term 1a | <p><b>Tectonics</b></p> <p>An in-depth study of plate tectonics and the hazards they pose.</p> | <p>Physical geography relating to: geological timescales and plate tectonics.</p> | <p>Ongoing formative assessment and retrieval practice during lessons.</p> <p>CPR:<br/>Plate boundaries.</p> <p>Educake online fortnightly quizzes.</p> | <p>“Geography in the News.”</p> <p>B.G.S. links.</p> | <p>Comprehension task 1a.</p> <p>Opportunities for enhancing student’s reading*, writing and listening skills.</p> <p>Opportunity for peer work.</p> <p>Definitions of key terms including:<br/>Tectonic plate<br/>Boundary / margin<br/>Conservative<br/>Destructive<br/>Constructive<br/>Mid-Atlantic Ridge<br/>Subduct<br/>Continental plate<br/>Oceanic plate<br/>Ring of Fire</p> |



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| <p><b>Term 1b</b></p> | <p><b>Glaciation</b></p> <p>A detailed study of how glaciers have shaped the landscape over millions of years. Students will also look at how upland glaciated areas are currently used and the conflicts that may arise in them.</p> | <p>Physical geography relating to: glaciation.</p> | <p>Ongoing formative assessment and retrieval practice during lessons.</p> <p>CPR:<br/>Formation of a corrie.</p> |  | <p>Comprehension task 1b.</p> <p>Opportunities for enhancing student's reading*, writing and listening skills.</p> <p>Opportunity for peer work.</p> <p>Definitions of key terms including:<br/>Glacier<br/>Retreat<br/>Advance<br/>Abrasion<br/>Plucking<br/>Freeze thaw<br/>Corrie<br/>Arete<br/>Pyramidal peak<br/>Ribbon lake<br/>Glacial trough<br/>Moraine<br/>Erratic<br/>Conflict<br/>Impacts</p> |
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| <p><b>Term 2a</b></p> | <p><b>Asia</b> (China and India)</p> <p>A study of Asia to develop a knowledge of the key physical and human characteristics, countries and major cities with a focus on China and India.</p> | <p>Extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Asia, (including China and India) focusing on their environmental regions, including hot deserts, key physical and human characteristics, countries and major cities.</p> <p>Understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Asia.</p> | <p>Ongoing formative assessment and retrieval practice during lessons.</p> <p>Year 9 Exam.</p> | <p>“Geography in the News.”</p> | <p>Comprehension task 2a.</p> <p>Opportunities for enhancing student’s reading*, writing and listening skills.</p> <p>Opportunity for peer work.</p> <p>Definitions of key terms including:<br/>Population density<br/>Relief<br/>One-child policy<br/>Informal settlement</p> |
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| <p><b>Term 2b</b></p> | <p><b>Development</b></p> <p>A look at uneven development across the world: The causes, consequences and how the Development Gap can be reduced.</p> | <p>Human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources.</p> | <p>Ongoing formative assessment and retrieval practice during lessons.</p> <p>CPR:<br/>Physical causes of uneven development.</p> |  | <p>Comprehension task 2b.</p> <p>Opportunities for enhancing student's reading*, writing and listening skills.</p> <p>Opportunity for peer work through discussion (development indicators).</p> <p>Definitions of key terms including:<br/>Development<br/>Development gap<br/>Indicators<br/>Birth rate<br/>Death rate<br/>Literacy rate<br/>H.I.C.<br/>L.I.C.<br/>N.E.E.</p> |
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| <p><b>Term 3a</b></p> | <p><b>Russia and the Middle East</b></p> <p>Russia; exploring the world's largest country including its defining physical and human characteristics and current issues.<br/>The Middle East: An insight into the countries of the region, its climate, the human and physical characteristics, and the impact of oil.</p> | <p>Extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Russia and the Middle East...including key physical and human characteristics.</p> |  | <p>"Geography in the News."</p> | <p>Comprehension task 3a.</p> <p>Opportunities for enhancing student's reading*, writing and listening skills.</p> <p>Opportunity for peer work.</p> <p>Definitions of key terms including:<br/>Conflict<br/>Energy security<br/>Dependence</p> |
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| <p><b>Term 3b</b></p> | <p><b>Work, Rest and Play in the UK</b></p> <p>A study of how we spend our time in the UK. This will look at the geography of employment and sport. It will also look at Britain's National Parks and some of the conflicts that occur there.</p> | <p>Human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources.</p> | <p>Ongoing formative assessment and retrieval practice during lessons.</p> <p>CPR:<br/>Decision Making Exercise.</p> | <p>"Geography in the News."<br/>World Environment Day.</p> | <p>Comprehension task 3b.</p> <p>Opportunities for enhancing student's reading*, and writing skills. (DME involves continuous, close, skimming and scanning skills).</p> <p>Opportunity for peer work.</p> <p>Definitions of key terms including:<br/>Job sector<br/>Industrialisation<br/>Primary<br/>Secondary<br/>Tertiary<br/>Quaternary<br/>National park</p> |
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## YEAR 10

| Term                    | Programme of Learning   | Links to the National Curriculum / Specification / Additional | Assessments  | What extra learning opportunities are planned?                                 | Disciplinary Literacy  |
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| <b>Term 1a</b>          | <p><b>Natural hazards (tectonic hazards)</b></p> <p>Natural hazards pose major risks to people and property. Earthquakes and volcanic eruptions are the result of physical processes. The effects of, and responses to, a tectonic hazard vary between areas of contrasting levels of wealth. Management can reduce the effects of a tectonic hazard.</p> | AQA 3.1.1 Section A: The challenge of natural hazards.        | <p>CPR:<br/>Types of plate boundary.</p> <p>CPR:<br/>End of topic tectonics test.</p> <p>Educake online fortnightly quizzes.</p> | <p>Geography in the news.</p> <p>Consider British Geological Survey links.</p> | <p>Comprehension task 1a..</p> <p>Opportunities for enhancing student's reading* and listening skills.</p> <p>Opportunity for peer work.</p> <p>Definitions of key terms including:<br/>Conservative<br/>Constructive<br/>Destructive<br/>Subduction<br/>Tectonic hazard<br/>Tectonic plate<br/>Social<br/>Economic<br/>Environmental<br/>Global</p> |
| <b>Term 1a &amp; 1b</b> | <p><b>Natural hazards (weather hazards)</b></p> <p>Global atmospheric circulation helps to determine patterns of weather and climate. Tropical storms (hurricanes, cyclones,</p>  | AQA 3.1.1.3 Weather hazards.                                  | <p>CPR:<br/>Hurricane forecast (New Orleans).</p> <p>CPR:</p>  | <p>Hurricane season.</p> <p>Consider Environment Agency links.</p>             | <p>Definitions of key terms including:<br/>Conservative<br/>Constructive<br/>Destructive<br/>Subduction<br/>Tectonic hazard<br/>Tectonic plate<br/>Social<br/>Economic<br/>Environmental<br/>Global</p>  |

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|                | <p>typhoons) develop as a result of particular physical conditions.</p> <p>Tropical storms have significant effects on people and the environment.</p> <p>The UK is affected by a number of weather hazards. Extreme weather events in the UK have impacts on human activity.</p> |  | <p>Case study - Haiyan:<br/>To what extent are primary effects more significant than secondary effects.</p> <p>CPR:<br/>UK Flood Event; describe the social / economic / environmental impacts of a flood event.</p> |                                     | <p>atmospheric circulation<br/>Monitoring<br/>Protection<br/>Planning<br/>Prediction<br/>Primary<br/>Secondary<br/>Tropical storm (hurricane, cyclone, typhoon)</p>  |
| <b>Term 1b</b> | <p><b>Climate change</b></p> <p>Climate change is the result of natural and human factors, and has a range of effects.</p> <p>Managing climate change involves both mitigation (reducing causes) and adaptation (responding to change).</p>                                       | <p>AQA 3.2.1 Section A: Urban issues and challenges.</p> | <p>CPR:<br/>Evidence for climate change.</p> <p>End of topic test:<br/>Evidence and causes; effects of; managing climate change.</p>   | <p>Outside speaker opportunity.</p> | <p>Comprehension task 1b.</p> <p>Opportunities for enhancing student's reading*, writing and listening skills.</p> <p>Opportunity for peer work.</p> <p>Definitions of key terms including:<br/>Adaptation</p> |

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|                |  |   |   |  | Climate change<br>Mitigation<br>Carbon capture<br>Orbital changes<br>Quaternary period  |
| <b>Term 2a</b> | <p><b>Urban issues and challenges (city in NEE)</b></p> <p>A growing percentage of the world's population lives in urban areas. Urban growth creates opportunities and challenges for cities in LICs and NEEs.</p> <p><b>Urban issues and challenges (city in the UK)</b></p> <p>Urban change in cities in the UK leads to a variety of social, economic and environmental opportunities and challenges.</p> | <p>AQA 3.2.1 Section A: Urban issues and challenges.</p> <p>AQA 3.2.1 Section A: Urban issues and challenges.</p> | <p>CPR:<br/>Opportunities / challenges (Mumbai).</p> <p>CPR:<br/>End of topic test.</p> | <p>Consider GMPTE and Eastland's.</p> <p>Regeneration Framework links.</p> | <p>Comprehension task 2a.</p> <p>Opportunities for enhancing student's reading*, writing and listening skills.</p> <p>Opportunity for peer work.</p> <p>Definitions of key terms including:<br/>Brownfield site<br/>Dereliction<br/>Greenfield site</p> |



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|                | Urban sustainability requires management of resources and transport.   |   |   |  | <p>Integrated transport systems</p> <p>Migration</p> <p>Natural increase</p> <p>Rural-urban fringe</p> <p>Sanitation</p> <p>Social deprivation</p> <p>Informal settlement</p> <p>Informal economy</p> <p>Sustainability</p> <p>Urban greening</p> <p>Urbanisation</p> <p>Regeneration</p> <p>Urban sprawl</p> |
| <b>Term 2b</b> | <p><b>Glaciation</b></p> <p>Ice was a powerful force in shaping the physical landscape of the UK.</p> <p>Distinctive glacial landforms result from different physical processes</p> <p>Glaciated upland areas provide opportunities for different economic activities, and management strategies</p> | AQA 3.1.3.4 Glacial landscapes in the UK. | <p>CPR:</p> <p>End of topic test: Glaciation.</p> <p>Year 10 Exams.</p> | <p>Human fieldwork / Peak District trip.</p> <p>Switzerland Enrichment Trip.</p> | <p>Comprehension task 2b.</p> <p>Opportunities for enhancing student's reading*, writing and listening skills.</p> <p>Opportunity for peer work.</p>  |

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|  | can be used to reduce land use conflicts. |  |  |  | Definitions of key terms including:<br>Abrasion<br>Arête<br>Bulldozing<br>Conservation<br>Corrie<br>Drumlin<br>Erratics<br>Glacial trough<br>Hanging valley<br>Moraine<br>Outwash<br>Plucking<br>Pyramidal peak<br>Ribbon lake<br>Rotational slip<br>Till<br>Basal slip<br>Truncated spur |
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| <p><b>Term 3a</b></p> | <p><b>Continuation of Glaciation (fieldwork).</b></p>   |  | <p>CPR:<br/>Landform of glacial erosion.</p>   |  | <p>(As above)</p>  |
| <p><b>Term 3b</b></p> | <p><b>Ecosystems</b></p> <p>Ecosystems exist at a range of scales and involve the interaction between biotic and abiotic components.</p> <p><b>Tropical Rainforests</b></p> <p>Tropical rainforest ecosystems have a range of distinctive characteristics. Deforestation has economic and environmental impacts. Tropical rainforests need to</p> | <p>AQA 3.1.2 Section B: The living world.<br/>AQA 3.1.2.1 Ecosystems.</p> <p>AQA 3.1.2.2 Tropical rainforests.</p> | <p>CPR:<br/>Plant adaptations.</p> <p>CPR:<br/>Deforestation in the Amazon (costs and benefits).</p> |  | <p>Comprehension task 3b.</p> <p>Opportunities for enhancing student's reading*, writing and listening skills.</p> <p>Opportunity for peer work.</p> <p>Definitions of key terms including:<br/>Abiotic<br/>Apex predator<br/>Biotic</p> |

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|  | be managed to be sustainable. |  |  |  | Consumer<br>Decomposer<br>Food chain<br>Food web<br>Nutrient cycling<br>Biome<br>Producer<br>Biodiversity<br>Ecotourism<br>Selective logging<br>Soil erosion |
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## YEAR 11

| Term    | Programme of Learning  | Links to the National Curriculum / Specification / Additional | Assessments   | What extra learning opportunities are planned? | Disciplinary Literacy   |
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| Term 1a | <p><b>Hot deserts (completion of Ecosystems)</b></p> <p>Hot desert ecosystems have a range of distinctive characteristics.<br/>Development of hot desert environments creates opportunities and challenges.<br/>Areas on the fringe of hot deserts are at risk of desertification.</p> | 3.1.2.3 Hot deserts.  | <p>CPR:<br/>Challenges / opportunities in hot deserts.</p> <p>End of topic test:<br/>Ecosystems.</p> <p>Educake online fortnightly quizzes.</p> |  | <p>Comprehension task 1a.</p> <p>Opportunities for enhancing student's reading*, writing and listening skills.</p> <p>Opportunity for peer work.</p> <p>Definitions of key terms including:<br/>Appropriate technology<br/>Biodiversity<br/>Desertification<br/>Mineral extraction<br/>Over-cultivation<br/>Overgrazing</p> |

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| <p><b>Term 1a / 1b</b></p> | <p><b>UK Physical Landscapes</b></p> <p>The UK has a range of diverse landscapes.</p> <p><b>UK River Landscapes</b></p> <p>The shape of river valleys changes as rivers flow downstream.<br/>Distinctive fluvial landforms result from different physical processes.<br/>Different management strategies can be used to protect river landscapes from the effects of flooding.</p> | <p>AQA 3.1.3.1 UK physical landscapes.</p> <p>AQA 3.1.3.3 River landscapes in the UK.</p> | <p>CPR:<br/>Changing river profile.</p> <p>CPR:<br/>Formation of a waterfall.</p> <p>CPR:<br/>Factors affecting flood risk (Hydrographs).</p> <p>End of topic rivers test.</p> | <p>Geography in the news; UK storm season.</p> | <p>Comprehension task 1b.</p> <p>Opportunities for enhancing student's reading*, writing and listening skills.</p> <p>Opportunity for peer work.</p> <p>Definitions of key terms including:<br/>River profile<br/>Meander<br/>Ox-bow lake<br/>Saltation<br/>Solution (Channel)<br/>straightening<br/>Suspension<br/>Traction<br/>Vertical erosion<br/>Fluvial processes<br/>Gorge<br/>Hydraulic action<br/>Hydrograph<br/>Interlocking spurs</p> |
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|                |   |  |  |  | <p>Lateral erosion<br/>Levees<br/>Attrition<br/>Discharge<br/>Embankments<br/>Estuary<br/>Flood plain zoning<br/>Flood relief channels</p>  |
| <b>Term 2a</b> | <p><b>The Changing Economic World</b></p> <p>There are global variations in economic development and quality of life. Various strategies exist for reducing the global development gap. Some LICs and NEEs are experiencing rapid economic development which leads to significant social, environmental and cultural change. (A case study of an NEE: India).</p> <p><b>The Changing UK Economy</b></p> | <p>AQA 3.2.2 Section B: The changing economic world.</p> | <p>CPR – Cause / consequence of uneven development.</p> <p>End of topic test (Development).</p> <p>CPR:<br/>Post-industrial economy.</p> |  | <p>Comprehension task 2a.</p> <p>Opportunities for enhancing student's reading*, writing and listening skills<br/>Opportunity for peer work.</p> <p>Definitions of key terms including:<br/>Demographic Transition Model<br/>Fairtrade<br/>Globalisation<br/>G.N.I.</p> |

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|                | Major changes in the economy of the UK have affected, and will continue to affect, employment patterns and regional growth.  | AQA 3.2.2 Section B: The changing economic world. |   |                     | H.D.I.<br>International aid<br>Microfinance loans<br>North-south divide (UK)<br>Post-industrial economy<br>Science and business parks<br>Trade<br>T.N.C.<br>Privatisation                                    |
| <b>Term 2b</b> | <p><b>Resource Management</b></p> <p>Food, water and energy are fundamental to human development. The changing demand and provision of resources in the UK create opportunities and challenges.</p> <p><b>Water</b></p> <p>Demand for water resources is rising globally but supply can be insecure, which may lead to conflict.</p> | AQA 3.2.3.1 Resource Management.                  | CPR:<br>Changing demand for energy in UK. | Physical fieldwork. | <p>Comprehension task 2b.</p> <p>Opportunities for enhancing student's reading*, writing and listening skills.</p> <p>Opportunity for peer work.</p> <p>Definitions of key terms including: Agribusiness</p> |



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|  | <p>Different strategies can be used to increase water supply.</p> <p><b>Issue Evaluation (DME)</b><br/> <b>Fieldwork (Physical)</b></p> <p><b>Revision</b></p> | <p>AQA 8035:<br/> AQA 3.3.1 Section A: Issue evaluation.<br/> AQA 3.3.2 Section B: Fieldwork Geographical skills.</p> | <p>Exam questions/DME.</p> |  | <p>Energy mix<br/> Food miles<br/> Organic produce<br/> ‘Grey’ water<br/> Groundwater<br/> Over-abstraction<br/> Water;<br/> conflict<br/> conservation<br/> deficit<br/> security<br/> stress<br/> surplus<br/> transfer</p> |
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