

Geography

Year	Autumn Term		Spring Term		Summer Term	
	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
7	<p>Geographical skills</p> <p>What is a Geographer?</p> <ul style="list-style-type: none"> Locate and name the world's continents and oceans Locate and name countries in Europe, North and South America Begin to identify human and physical features of localities – Holderness, Southampton, Helvellyn, Seaford, Scarborough Understand and appreciate how our understanding of the planet has evolved through time through exploration and a series of discoveries <p>Locational Knowledge Place Knowledge (location, community, landscape understanding the World). Environmental, Physical and Human Geography</p> <p>Geographical skills</p> <ul style="list-style-type: none"> Compare an OS map with an aerial photo to analyse the location of an oil refinery Communicate views about the need to use natural resources sustainably Use new geographical terminology <p>Assessments: One formative and summative Home Study: See HW Study Tasks Online (3) SMSC: PHSE: Careers: Communication British Citizenship Values: LORIC: Resilience</p> <p>Learning intention</p> <ul style="list-style-type: none"> To understand that our knowledge of the world has progressed over time. To compare the size of the world's continents and oceans. To understand the difference between latitude and longitude. To understand why and how OS use symbols on maps. To be able to locate places on an OS map using four- and six-figure grid references. To understand how height is shown on OS maps. To identify contour patterns. <p>To recap the points of a compass and direction.</p> <ul style="list-style-type: none"> To compare a vertical aerial photo with an OS map of the same scale. To identify features and land uses on an aerial photograph. To research and analyse a vertical aerial photo of your local area. To draw a sketch map to show different land uses. To locate photographs on an OS map. To compare ground level photos with an OS map. To follow a route on an OS map. To understand that different scales of map can be used for different purposes 	<p>Changing Environments: World of Work</p> <p>What is an economy, from local to global?</p> <ul style="list-style-type: none"> Identify human and physical features of a locality – Scarborough Understand geographical terms and ideas – economy, trade, ports, globalisation, containerisation and economic sectors Classify jobs into economic sectors Understand economic systems at a variety of scales Understand how economies evolve through time <p>Locational Knowledge Place Knowledge (location, community, landscape understanding the World). Environmental, Physical and Human Geography</p> <p>Geographical skills</p> <ul style="list-style-type: none"> Use statistical data to draw a graph to show how the UK economy has evolved Decision making – locate a factory and justify choices Compare an OS map with an aerial photo to identify location factors for a car plant and a port Use new geographical terminology <p>Assessments: One formative and summative Home Study: See HW Study Tasks Online (3) SMSC: Respecting ourselves & others PHSE: Challenges of entering the workplace. Careers: Wide range of careers examined. British Citizenship Values: Rule of law (Environmental laws) LORIC: Resilience</p> <p>Learning intention</p> <ul style="list-style-type: none"> To understand the concepts of economy, employment sectors and employment structure of a country To understand what a farm is. To understand a farm as an economic system. To know the location factors for a factory. To make decisions about locating a factory. To apply the location factors for an industry. To understand how manufacturing in the UK has changed. To investigate a location using an OS map and an aerial photograph. Understand why the tertiary sector of the UK economy is growing. Understand how tourism creates tertiary jobs. Understand how tourism has changed. To understand how primary, secondary and tertiary sectors work together to make an economy. To consider how a natural resource is used in manufacturing. 	<p>Changing Environments: World of Work</p> <ul style="list-style-type: none"> Understand the growth of manufacturing in China Understand how places are interconnected and interdependent through trade Consider the impact of economic activities on the environment <p>Locational Knowledge Place Knowledge (location, community, landscape understanding the World). Environmental, Physical and Human Geography</p> <p>Geographical skills</p> <ul style="list-style-type: none"> Use new geographical terminology <p>Assessments: One formative and summative Home Study: See HW Study Tasks Online (3) SMSC: Respecting ourselves & others PHSE: interdependence Careers: Advantages and disadvantages of different employment structures British Citizenship Values: Democracy LORIC: Independence</p> <p>Learning intention</p> <ul style="list-style-type: none"> To identify ways places around the world are interconnected. To understand what the 'trade' is and how it works. To know the main UK imports and exports. To understand how the UK is linked to the rest of the world. To understand what a port is and how it functions. To understand the idea of globalisation. To identify the impact of globalisation on China. To understand the impact of mobile phones on globalisation. To consider how an invention transformed global trade. To understand the advantages of containers for transporting goods. To appreciate how containerisation has accelerated globalisation. To consider how an invention transformed global trade. To understand the advantages of containers for transporting goods. To appreciate how containerisation has accelerated globalisation. 	<p>Changing Environments: Changing Climates</p> <p>What is the future for the planet?</p> <ul style="list-style-type: none"> Global patterns of climate change and greenhouse gas emissions Antarctica the frozen continent Consequences of climate change in the UK Understand the concept of climate change Understand the role of greenhouse gases Understand the interaction and interconnection of the Earth's spheres, principles of weather and climate and changing glaciers Identify and classify the causes of climate change Apply understanding of geographical concepts. <p>Locational Knowledge Place Knowledge (location, community, landscape understanding the World). Environmental, Physical and Human Geography Geographical skills</p> <p>Consider a range of evidence of climate change</p> <ul style="list-style-type: none"> Consider and critically reflect on different viewpoints, detecting bias <p>Use of GIS with OS maps to identify flood risk in the UK</p> <ul style="list-style-type: none"> Consider future personal actions as a geographer <p>Assessments: One formative and summative Home Study: See HW Study Tasks Online (3) SMSC: Empathy for communities in danger PHSE: Personal responsibility Careers: Problem Solving British Citizenship Values: Mutual Respect LORIC: Creativity</p> <p>Learning intention</p> <ul style="list-style-type: none"> That climate change is a controversial issue affecting the future of the planet. The evidence of climate change. The causes and consequences of climate change. The options for the planet's future. To identify evidence of climate change. To apply understanding of ideas in earlier units. To know the natural and human causes of climate change To understand how changes to greenhouse gases can lead to climate change To consider the future consequences of climate change on the physical geography and human geography of the planet. To consider the consequences of climate change on the UK. To consider how climate change will affect different people. To understand the importance of Antarctica. To investigate how the continent is changing due to climate change. To conduct your own geographical enquiry. To understand the interconnected human causes of climate change. 	<p>Changing Environments: The Middle East</p> <p>Why is the Middle East an important world region?</p> <ul style="list-style-type: none"> Identify the meaning of a region Locate the Middle East and its countries Identify key features of the Middle East's physical landscape, climate, environments, population distribution, economy Consider the importance of the region to the world <p>Locational Knowledge Place Knowledge (location, community, landscape understanding the World). Environmental, Physical and Human Geography</p> <p>Geographical skills</p> <p>Assessments: One formative and summative Home Study: See HW Study Tasks Online (3) SMSC: PHSE: Working as a team Careers: Using key skills in the workplace. British Citizenship Values: LORIC: Organisation</p> <p>Learning intention</p> <ul style="list-style-type: none"> Where the Middle East region is located What countries make up the region The physical landscape of the Middle East The human geography of the region Examples of conflict and controversy in the Middle East How important the region is to the world To understand the influence of physical geography on the Middle East. To know the climate zones of the Middle East. To draw and interpret climate graphs. To be aware of the issues climate creates for the region. To identify parts of the Middle East that are densely and sparsely populated. To describe the distribution of population across the Middle East. To understand the importance of oil to the economies of the Middle East and the world. To know the levels of development across the region. 	<p>Changing Environments: Fieldwork</p> <p>Loggerheads Country Park</p> <p>Locational Knowledge Place Knowledge (location, community, landscape understanding the World). Environmental, Physical and Human Geography Geographical skills Data collection Consider and critically reflect on different viewpoints Plotting a cross section</p> <p>Assessments: One formative and summative Home Study: See HW Study Tasks Online (3) SMSC: PHSE: Working as a team Careers: Using key skills in the workplace. British Citizenship Values: LORIC: Organisation</p> <p>TBD</p>

	<p>Key words</p> <p>cartography map continent ocean seas latitude longitude Equator Northern Hemisphere Southern Hemisphere the Tropics of Cancer and Capricorn Arctic and Antarctic Circle The Prime/Greenwich Meridian Compass points vertical photograph urban rural groynes scale linear scale ratio</p>	<p>Key Words</p> <p>employment structure economy manufacturing service economy economic structure arable pastoral mixed farms market gardens profit loss disposable income native</p>	<p>Key Words</p> <p>trade imports exports balance of trade transnational multinational companies globalisation markets</p>	<ul style="list-style-type: none"> To understand that action to face climate change requires international agreement and collaboration. <p>Key Words</p> <p>Climate change Greenhouse effect Greenhouse gases</p>	<ul style="list-style-type: none"> To identify reasons for the development of the UAE. To understand factors that hinder development. To compare the levels of development for two countries. <p>Key Words</p> <p>Diversification Crude oil Mediterranean climate Desalination</p>	
8	<p>Changing Places: Dynamic Landscapes</p> <p>How do Rivers, the sea and Ice shape the land?</p> <ul style="list-style-type: none"> Identify human and physical features of a locality – Holderness coast <p>Why are rivers important?</p> <ul style="list-style-type: none"> Identify human and physical features of a locality – River Tees Locate the world’s major river basins <p>Locational Knowledge Place Knowledge (location, community, landscape understanding the World). Environmental, Physical and Human Geography</p> <p>Geographical skills</p> <ul style="list-style-type: none"> Consider different viewpoints and justify decisions about coastal management Compare an OS map with an aerial photo to identify river features and how people use rivers Use an OS map to draw a cross-section of a river valley <p>Assessments: One formative and summative Home Study: See HW Study Tasks Online (3) SMSC: Empathy for others PHSE: Respecting different viewpoints Careers: Communication British Citizenship Values: LORIC: Resilience</p> <ul style="list-style-type: none"> To understand what a river is. To begin to understand why rivers are important to people. To understand what the water cycle is. To understand how water flows into rivers. To know the terms erosion, transportation, deposition. To understand how rivers erode, transport and deposit material. 	<p>Changing Places: Dynamic Landscapes</p> <p>How does the sea shape the land? How does ice change the world?</p> <p>Locate the changing global distribution of ice sheets and glaciers Identify human and physical features of a locality – Helvellyn, Snowdon, Dinorwig, North Wales, Geiranger, Norway</p> <p>Locational Knowledge Place Knowledge (location, community, landscape understanding the World). Environmental, Physical and Human Geography</p> <p>Geographical skills</p> <ul style="list-style-type: none"> Describe and explain how people use glacial landforms Use evidence to describe how the world’s glaciers are changing <p>Assessments: One formative and summative Home Study: See HW Study Tasks Online (3) SMSC: Taking account and respecting different viewpoints PHSE: Role of Tourism in an economy (fragile social and physical environments). British Citizenship Values: Rule of Law LORIC: Organisation</p> <ul style="list-style-type: none"> To know what is meant by the coast and the coastline. To consider how humans use the coast. To understand that the coast is changing. To understand the different types of coastal erosion. To understand how these erosion processes change coastlines. To identify different erosional coastal landforms. 	<p>Changing Places: Population and Development</p> <p>One planet, many people: how are populations changing?</p> <p>Know the global distribution of population, and location of the world’s major cities</p> <ul style="list-style-type: none"> Know the impact of population change in Chester (1801 to present). <p>Understand global patterns of development, locating countries in different states of development</p> <ul style="list-style-type: none"> Identify development priorities for an NIC Consider the state of development in LIC Identify regional inequality in the UK <p>Locational Knowledge Place Knowledge (location, community, landscape understanding the World). Environmental, Physical and Human Geography</p> <p>Geographical skills</p> <p>Assessments: One formative and summative Home Study: See HW Study Tasks Online (3) SMSC: Respecting ourselves & others PHSE: Roles of men & women - changes Careers: Problem solving British Citizenship Values: Stereotypes/prejudice/discrimination Mutual Respect LORIC: Resilience</p> <ul style="list-style-type: none"> To understand how the world’s population is changing. To understand what is meant by population distribution. To identify where the world’s biggest populations are found. To analyse population patterns. To understand how the population of a country changes as it develops. To use a model to investigate population change. 	<p>Changing Places: Hazardous World</p> <p>Will we ever know enough about earthquakes and volcanoes to live safely?</p> <ul style="list-style-type: none"> Locate the global distribution of volcanoes, earthquakes, mountain belts and plate boundaries Locate and investigate natural disasters in Guatemala, Turkey, Nepal <p>Locational Knowledge Place Knowledge (location, community, landscape understanding the World). Environmental, Physical and Human Geography</p> <p>Geographical skills</p> <p>Assessments: One formative and summative Home Study: See HW Study Tasks Online (3) SMSC: Respecting ourselves & others PHSE: Empathy for others Careers: role of the Geographer in improving people’s lives. British Citizenship Values: Mutual Respect LORIC: Independence</p> <ul style="list-style-type: none"> The theory of plate tectonics. How volcanoes and earthquakes are linked to plate tectonics. The hazards for people associated with these events. How scientists attempt to predict, manage and prevent these hazards To understand the theory of continental drift. To recognise and describe the pattern of earthquakes, volcanoes and mountain belts. To identify the structure of the Earth. To understand the theory of plate tectonics. 	<p>Changing Places: Amazing Africa</p> <p>What are the challenges and opportunities facing Africa?</p> <ul style="list-style-type: none"> Locate Africa and its countries Identify key features of Africa’s physical landscape, climate, environments, population distribution, economy Understand geographical similarities, differences and links between places through the study of the human and physical geography of a region within Africa, and of a region within Asia <p>Locational Knowledge Place Knowledge (location, community, landscape understanding the World). Environmental, Physical and Human Geography</p> <p>Geographical skills</p> <p>Assessments: One formative and summative Home Study: See HW Study Tasks Online (3) SMSC: Identify the most important Sustainable Development Goals to benefit the continent. PHSE: Stereotypes/prejudice/discrimination Careers: independence British Citizenship Values: Democracy Individual Liberty, LORIC: Organisation</p> <ul style="list-style-type: none"> To know the physical and human geography of Africa To understand Africa’s colonial history To understand some of the challenges facing the continent. To understand some of the opportunities to develop and change. To know the physical landscape of Africa. To understand the importance of the natural resources of Africa. 	<p>Changing Places: Land of the Bear</p> <p>Is the geography of Russia a curse or benefit?</p> <ul style="list-style-type: none"> Locate Russia and its surrounding countries Identify key features of Russia’s physical landscape, climate, environments, population distribution, economy Understand the features and causes of a continental climate Understand how biomes are formed by the interaction of the Earth’s spheres – taiga, tundra Understand the distribution of natural resources and economic activities across Russia Understand the difference between densely and sparsely populated areas <p>Locational Knowledge Place Knowledge (location, community, landscape understanding the World). Environmental, Physical and Human Geography</p> <p>Geographical skills</p> <p>Assessments: One formative and summative Home Study: See HW Study Tasks Online (3) SMSC: Environmental impact on different areas of the world PHSE: Careers: Problem solving British Citizenship Values: Democracy, Mutual Respect & Tolerance LORIC: Leadership</p> <ul style="list-style-type: none"> Where Russia is located. What Russia is like. The physical landscape, climate and natural environments of Russia. How Russia’s physical geography has influenced its human geography. How important Russia is to the world. To know the distribution of physical landforms across Russia.

<ul style="list-style-type: none"> To understand how a river changes from source to mouth. To know what the long profile of a river is. To identify and explain the formation of river landforms – waterfall, meanders, ox-bow lakes. To identify river landforms on OS maps and photographs. <p>Key Words</p> <ul style="list-style-type: none"> source mouth estuary evaporation condensation precipitation intercepted stored infiltrating run-off surface run-off throughflow groundwater flow watershed hydrologists cross-profile waterfall plunge pool gorge meander river cliff slip-off slope lateral erosion flood plain ox-bow lake 	<ul style="list-style-type: none"> To understand how these landforms are formed and explain how they change over time. To identify coastal landforms on OS maps and photos. To identify and describe glacial erosion landforms: corries, tarns, arêtes, pyramidal peaks, U-shaped valley, hanging valley, truncated spurs, ribbon lakes, fjords To identify glacial landforms on OS maps and photos. To consider how an area in the Lake District was eroded by ice. To identify and describe how people use rivers. To know some human and physical causes of river floods. To know some ways in which people respond to flood risk. To understand what is meant by ‘coastal management’ and identify types of sea defences. To evaluate different types of sea defences. To identify and describe how people use glacial landforms. <p>Key Words</p> <ul style="list-style-type: none"> weathering erosion glacial till sedimentary erosion hydraulic action attrition abrasion corrosion 	<ul style="list-style-type: none"> To draw and interpret population data using population pyramids to predict change. To understand how countries attempt population control. To consider the success of population control. To understand what is meant by migration, and the different forms of migration. To be able to explain push pull factors. To consider social, economic, political, environmental reasons for migration. To know the major destinations and routes for international migrants. To identify the push and pull factors for migration between Mexico and the USA. To understand the process of rural to urban migration. To understand how global patterns of urbanisation are changing. To consider the problems of urbanisation. To understand how urbanisation changed a UK city. To compare OS maps of different scales. <p>Key Words</p> <ul style="list-style-type: none"> population population growth census population distribution population density sparsely populated densely populated birth rate death rate natural increase and decrease industrialised Demographic Transition Model population pyramid underpopulation overpopulation migrant migration immigrant voluntary migrants forced migrants refugees push and pull factors deported illegal migration urbanisation rural to urban migration 	<ul style="list-style-type: none"> To describe and understand the three different types of plate boundary and the events that occur there. To understand what an earthquake is and what damage they may cause. To understand what causes them to occur and how they are measured. To understand how people can prepare for earthquakes. To understand that the stage of development of a country can affect the way the risk of living in an earthquake zone is managed. To understand what a volcano is and how a volcano forms. To understand that there are different types of volcano depending on location To understand the advantages and disadvantages of living in a volcanic area. To understand how volcanic eruptions can be monitored and predicted. <p>Key Words</p> <ul style="list-style-type: none"> Natural hazard Natural disaster Earthquake Volcano Pangaea Continental drift Mountain belt Mid-ocean ridges Ocean trenches Lithospheric or tectonic plates Plate tectonics Lithosphere Destructive or convergent plate boundaries Constructive or divergent plate boundaries tectonic plates Conservative or transform plate boundaries Magma Plate tectonics Ridge push natural disaster natural hazard prediction preparation protection 	<ul style="list-style-type: none"> To understand the differences in levels of development across African countries. To consider different points of view about development in African countries. To understand the pattern of climate zones and biomes across Africa. To identify the causes and consequences of desertification in the Sahel. To explore solutions to desertification in the Sahel. To understand the reasons for population change in Africa. To appreciate the challenges and opportunities of this change To understand the trading links between Africa and China. To consider different viewpoints to identify reasons for this change. <p>Key Words</p> <ul style="list-style-type: none"> Country Continent Physical landscape Natural resources Colonisation Imperialist Development Poverty Wilderness Life expectancy Income Human development index (HDI) Desert Savanna Rainforest Migration Desertification Famine Vulnerability Drought Population density Sparsely populated Demographic Transition Model Population structure Population pyramid Trade Exports Investment 	<ul style="list-style-type: none"> To draw a climate graph. To interpret climate graphs and isotherm maps of Russia. To describe and explain the climate of Russia. To understand the distribution of biomes in Russia. To understand how tundra and taiga biomes have evolved across Russia To know what population density is, and how it is calculated. To identify parts of Russia that are densely and sparsely populated. To describe the distribution of population across Russia. To classify economic activity. To understand Russia’s economic structure. To know what a Geographical Information System is. To investigate a region of Russia using GIS. To consider different points of view about the future of the Arctic. <p>Key Words</p> <ul style="list-style-type: none"> Plain continental climate taiga tundra population density choropleth densely populated sparsely populated Geographical Information System (GIS) Arctic Arctic Circle Sea ice Exclusive economic zone (EEZ) Greenpeace Indigenous
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<p>9</p>	<p>Weather Locational Knowledge Place Knowledge (location, community, landscape understanding the World). Environmental, Physical and Human Geography Geographical skills Assessments: One formative and summative Home Study: See HW Study Tasks Online (3) SMSC: Empathy for others PHSE: Local Responsibility Careers: Weather forecaster British Citizenship Values: Rule of Law LORIC: Creativity</p> <p>Theme Name: Changing environments Topic: Weather and climate Assessment objective:</p> <ul style="list-style-type: none"> Why is the UK climate so variable? How does the global circulation of the atmosphere create distinctive climate zones? What are weather hazards? Case study of a weather Hazard <p>Programme of study:</p> <ul style="list-style-type: none"> The characteristics of the UK climate including regional variations. To include seasonality, average monthly temperature and precipitation rates. The influence of global atmospheric circulation, latitude, altitude, air pressure, and distance from the sea. An overview of the global circulation of the atmosphere to include the operation of cells in the troposphere How global circulation creates areas of high and low pressure. Distribution and location of these pressure systems A detailed study of one extreme weather events located outside of the UK 	<p>Climate Change 2 Locational Knowledge Place Knowledge (location, community, landscape understanding the World). Environmental, Physical and Human Geography Geographical skills Assessments: One formative and summative Home Study: See HW Study Tasks Online (3) SMSC: Empathy for others PHSE: Stereotypes/prejudice/discrimination Careers: Emerging environmental industry British Citizenship Values: Mutual Tolerance LORIC: Resilience</p> <p>Theme Name: Changing environments Topic: Climate change - cause and effect Assessment objective:</p> <ul style="list-style-type: none"> How has climate changed during the Quaternary period? What are the causes of global warming? What are the consequences of climate change? How and why do attitudes to climate change vary? What role can individuals and government in the UK play in reducing the risk of climate change? <p>Programme of study:</p> <ul style="list-style-type: none"> An overview of how climate has changed to include glacial and inter-glacial periods. Natural processes that create the greenhouse effect. Evidence for global warming, including the role of human activity as one contributory factor in global warming. The consequences of climate change for people and environments Differing views, values and attitudes which are held on the issue of climate change How individuals can play a part in reducing the risk of climate change 	<p>Ecosystems: Bbiome Locational Knowledge Place Knowledge (location, community, landscape understanding the World). Environmental, Physical and Human Geography Geographical skills Assessments: One formative and summative Home Study: See HW Study Tasks Online (3) SMSC: Empathy for others PHSE: Local Responsibility Careers: Eco-tourism British Citizenship Values: Rule of Law LORIC: Creativity</p> <p>Theme Name: Environmental Challenges Topic: How ecosystems function Assessment objective:</p> <ul style="list-style-type: none"> What is the relationship between climate and biomes at a global scale? What physical processes and interactions operate within ecosystems? How are small scale ecosystems in the UK used and managed? <p>Programme of study:</p> <ul style="list-style-type: none"> The location and distribution of biomes at a global scale and their relationship to climate zones. An overview of the characteristics and interdependence of climate, soils, vegetation, animals and humans in two contrasting biomes. Coverage must include hot semi-arid grasslands (note the link to the study of hot semi-arid climate in 2.3.2 and to the relationship between changing climatic patterns and the environment in 3.4.1) and one other biome. The physical processes that link living/biotic components (plants, animals, decomposers) and non-living/abiotic components (temperature, light, moisture) in hot semi-arid grasslands and one other biome. Coverage must include nutrient stores and flows, energy flows and food webs (producers, primary, secondary and tertiary 	<p>Ecosystems Ecosystems under threat Locational Knowledge Place Knowledge (location, community, landscape understanding the World). Environmental, Physical and Human Geography Geographical skills Assessments: One formative and summative Home Study: See HW Study Tasks Online (3) SMSC: Moral, Cultural issues PHSE: Global Responsibility Careers: Eco-tourism British Citizenship Values: Mutual Tolerance LORIC: Independence</p> <p>Theme Name: Environmental Challenges Topic: Ecosystems under threat Assessment objective:</p> <ul style="list-style-type: none"> How are ecosystems used by people? How are ecosystems damaged by human activity? Why and how are ecosystems managed in a sustainable way? <p>Programme of study:</p> <ul style="list-style-type: none"> An overview of how humans use, modify and change ecosystems and environments in order to obtain food, energy and water resources. How hot semi-arid grasslands and one other ecosystem have been damaged by human activity. How processes within the ecosystem have been affected (note the link to how human activity can contribute to desertification in 3.4.2). The effects of the damage at the local scale, to include the effect on biodiversity, and at the global scale. The reasons for conservation and management. The ways in which hot semi-arid grasslands and one other ecosystem have been managed (note the link to how environments vulnerable to desertification can be managed in 3.4.3). Strategies for sustainable management. 	<p>Coasts Locational Knowledge Place Knowledge (location, community, landscape understanding the World). Environmental, Physical and Human Geography Geographical skills Assessments: One formative and summative Home Study: See HW Study Tasks Online (3) SMSC: Empathy PHSE: Responsibility Careers: Coastal management British Citizenship Values: Democracy LORIC: Creativity</p> <p>Theme Name: How individuals can play a part in reducing the risk of climate change Topic: Shaping the landscape - coasts and coastal management Assessment objective:</p> <ul style="list-style-type: none"> How do people and processes contribute to the development of distinctive coastal landscapes in the UK? How are coastlines managed? Why is coastal management often controversial? What are the predicted impacts of climate change on coastal landscapes and communities? <p>Programme of study:</p> <ul style="list-style-type: none"> At a wider scale, ways in which climate, geology and human activity influence coastal processes and landscapes in the UK, to include: · how seasonal weather patterns and extreme events influence coastal processes · how geology influences rates of erosion and the creation of distinctive coastal landscapes · how human activity may slow down or accelerate the rate of natural coastal processes. Geomorphological processes should include weathering, mass movement and marine processes. At a local scale, erosional marine processes must include hydraulic action, abrasion, attrition and 	<p>Rivers Locational Knowledge Place Knowledge (location, community, landscape understanding the World). Environmental, Physical and Human Geography Geographical skills Assessments: One formative and summative Home Study: See HW Study Tasks Online (3) SMSC: Moral values in Changing Society PHSE: Working as a community Careers: Flood management British Citizenship Values: Democracy LORIC: Leadership</p> <p>Theme Name: Changing environments Topic: Shaping the landscape - rivers and river management Assessment objective:</p> <ul style="list-style-type: none"> How do people and processes contribute to the development of distinctive river landscapes in the UK? Why do rivers flood and what are the consequences of flooding? How can rivers be managed to reduce the risk of flooding? Why is river flood management often controversial? <p>Programme of study:</p> <ul style="list-style-type: none"> At a wider scale, ways in which climate, geology and human activity influence flows and stores of water within river landscapes. Coverage to include the processes of interception, transpiration, infiltration, surface run-off and throughflow. How these may be affected by human activity through changes to vegetation and urbanisation. How climate creates seasonal variation in discharge. The concept of annual regime. The use of hydrographs to show the relationship between climate and discharge. How fluvial processes, combined with weathering, mass movement and human activities create distinctive river landscapes in the UK.
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			<p>consumers). The concept of biodiversity.</p> <ul style="list-style-type: none"> The characteristics of one small scale ecosystem in the UK. The benefits of the ecosystem for local communities. The challenges of managing the ecosystem and how different stakeholders perceive its value. 		<p>solution. Coverage must also include the processes of transportation and deposition including longshore drift, traction, saltation, suspension and solution.</p> <ul style="list-style-type: none"> How the processes listed above create distinctive landforms in the UK to include cliffs, wave cut platforms, arches, stacks, headlands and bays, beaches, spits and estuaries. An overview of how past human activity has modified the UK's coastal landscapes for economic benefit. Contemporary management options to reduce risk of coastal floods/erosion. Coverage must include: <ul style="list-style-type: none"> costs/benefits of hard engineering options such as sea walls, groynes, gabions and rock armour costs/benefits of soft engineering options to include beach nourishment, beach stabilisation and wetland creation concepts of 'hold the line' and 'retreat the line'. The role of government and local authorities in shaping shoreline management plans (SMPs). Conflicting views on coastal management. The reasons why stakeholders have different views, values and attitudes and why this may lead to controversy. The potential impacts of climate change on coastal communities in at least two countries at different levels of development. 	<ul style="list-style-type: none"> At a local scale, fluvial erosional processes to include hydraulic action, abrasion, attrition and solution. Processes of transportation and deposition to include traction, saltation, suspension and solution. Coverage of landforms must include v-shaped valleys, waterfalls, gorges, meanders, ox-bow lakes, floodplains and estuaries. How human activity affects river landscapes to include creation of reservoirs, dredging and straightening of channels. The physical factors (to include geology and vegetation) and human activities (to include urbanisation and changes to ecosystems) that cause rivers to flood. Climatic patterns that cause seasonal floods. Extreme weather events that cause flash floods. Social and economic consequences of flooding (positive and negative) on different groups of people. The costs and benefits of soft and hard engineering flood management options. Management options to include dam construction, river engineering, afforestation, managed flooding and land use zoning for flood plains. The impact of river management on hydrographs. Conflicting views on drainage basin management. The reasons why stakeholders have different views, values and attitudes and why this may lead to controversy. The economic and social impacts of river management on locations downstream.
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<p>9</p>	<p>Urban Geography</p> <p>How have Urban areas developed in the UK?</p> <p>Locational Knowledge Place Knowledge (location, community, landscape understanding the World). Environmental, Physical and Human Geography Geographical skills</p> <p>Assessments: One formative and summative Home Study: See HW Study Tasks Online (3) SMSC: Community PHSE: problem solving Careers: Urban planning British Citizenship Values: Rule of Law LORIC: Resilience</p> <p>Theme: Changing Economies Topic: Urban and rural processes and change in the UK</p> <p>Assessment objective:</p> <ul style="list-style-type: none"> • What changes are taking place in where people live in both urban and rural areas of the UK? • What are the distinctive features of urban areas in the UK? <p>Programme of study:</p> <ul style="list-style-type: none"> • How the processes of urban change over time have created distinctive spatial zones/patterns in UK towns and cities. The characteristics of town/city centres to include Central Business Districts (CBDs) and pedestrianised zones. The distinctive features of UK towns/cities to include zones of affluence, zones of deprivation, zones undergoing rapid regeneration, zones where multi-cultural communities thrive and multi-purpose zones where people live, work and enjoy leisure and cultural opportunities. • Economic, social and environmental factors that drive urban renewal. Coverage must include the brownfield / greenfield debate. 	<p>Rural Geography</p> <p>What challenges do Rural areas face in the Modern World?</p> <p>Locational Knowledge Place Knowledge (location, community, landscape understanding the World). Environmental, Physical and Human Geography Geographical skills</p> <p>Assessments: One formative and summative Home Study: See HW Study Tasks Online (3) SMSC: Moral, Cultural issues PHSE: problem solving Careers: Transport management British Citizenship Values: Rule of Law LORIC: Independence</p> <p>Theme: Changing Economies Topic: Urban and rural processes and change in the UK</p> <p>Assessment objective:</p> <ul style="list-style-type: none"> • What factors help to drive urban and rural change across the UK? • What are the issues associated with leisure use in urban and rural areas across the UK? <p>Programme of study:</p> <ul style="list-style-type: none"> • An overview of urban change in the UK to include the processes of urbanisation, suburbanisation, counterurbanisation, re-urbanisation and infill. The impact of change on rural areas of the UK to include villages which have become commuter settlements. • The factors leading to depopulation in some rural areas of the UK. The challenges of creating sustainable living environments in urban and rural locations. Coverage must include the importance of transport systems in creating sustainable communities. • How development data and images are used to learn about levels of development in different countries including the UK. The limitations of using data to ascertain levels of development. The merits of using 	<p>Global Cities Mumbai and Sydney development</p> <p>How has Mumbai developed into a Global city? Is Sydney a Good place to Live?</p> <p>Locational Knowledge Place Knowledge (location, community, landscape understanding the World). Environmental, Physical and Human Geography Geographical skills</p> <p>Assessments: One formative and summative Home Study: See HW Study Tasks Online (3) SMSC: Empathy for others PHSE: Stereotypes/prejudice/discrimination Careers: Role of Aid agencies British Citizenship Values: LORIC: Creativity</p> <p>○</p> <p>Theme Name : Changing Places - Changing Economies Topic: Urbanisation in contrasting global cities Assessment objective :</p> <ul style="list-style-type: none"> • To what extent is urbanisation a global phenomenon? • What are the ways of life and current challenges created by urbanisation in two global cities? • What strategies can be used to manage the impacts of urbanisation in global cities? <p>Programme of study :</p> <ul style="list-style-type: none"> • Global scale patterns and how these patterns vary over time and space. Concepts of urbanisation and re-urbanisation. The concept of global cities*. The development over time and the present location and distribution of global cities. • Detail e.g. case studies • Urbanisation in contrasting global cities · Growth & character of Mumbai and Sydney · Migration patterns · Cultural patterns in both cities · Challenges (poverty/housing/sustainability) 	<p>Development</p> <p>Locational Knowledge Place Knowledge (location, community, landscape understanding the World). Environmental, Physical and Human Geography Geographical skills</p> <p>Assessments: One formative and summative Home Study: See HW Study Tasks Online (3) SMSC: Community PHSE: problem solving Careers: Environmental consultants British Citizenship Values: Individual Liberty LORIC: Leadership</p> <p>Theme Name: Topic: Assessment objective:</p> <ul style="list-style-type: none"> • What are the global processes that connect countries at different levels of development including the UK? • What are the causes and consequences of uneven development? • What are the advantages of different types of aid project? <p>Programme of study:</p> <ul style="list-style-type: none"> • The key drivers of globalisation to include trade, technology, geo-political links, cultural exchange, migration and economic investment by multi-national companies (MNCs). An overview of how the UK is connected to other countries by the processes of globalisation. • How the key drivers of globalisation (identified in enquiry question above) have caused uneven levels of development at a global scale and within nations. The consequences of this uneven development. • Coverage must include the UK and at least one Low Income Country (LIC)* and one Newly Industrialised Country (NIC)*. The following causes and consequences must be covered: The reasons MNCs have for locating in countries at different levels of development, including in 	<p>Retail Development</p> <p>Has shopping developments shaped our urban landscape?</p> <p>Locational Knowledge Place Knowledge (location, community, landscape understanding the World). Environmental, Physical and Human Geography Geographical skills</p> <p>Assessments: One formative and summative Home Study: See HW Study Tasks Online (3) SMSC: Society's views on behaviour PHSE: Careers: Retail employment British Citizenship Values: Democracy, Individual Liberty LORIC: Creativity</p> <p>Theme Name: Topic: Assessment objective:</p> <ul style="list-style-type: none"> • What is the cause and effect of change in retail provision across the UK? • The cause and effect of change in retailing (shopping). Changes in where shops are located to include the decline of shopping areas within CBDs and the rise of out of town retail parks. Coverage must include the concepts of range, threshold population and catchment area. How technology is changing how and where we shop. The social, economic and environmental impact of increased online shopping • How urban and rural areas are used for leisure. Advantages and disadvantages of leisure use for both local residents and leisure users. The impacts of increasing leisure use on rural honeypots. Positive and negative impacts of major sporting events on localities. 	<p>Fieldwork: Chester: Place</p> <p>Practical Human -Chester city Centre Physical – River Study</p> <p>Assessments: External examination Home Study: See HW Study Tasks Online (3) SMSC: PSHCE: Careers: British Citizenship Values: LORIC: Organisation</p> <p>Theme Name: Fieldwork Topic: Fieldwork</p> <p>Assessment objective:</p> <ul style="list-style-type: none"> • What is the geographical enquiry process? • How is evidence collected? • How can evidence be processed and presented? • Synthesise findings to reach evidenced conclusions that relate to the initial aim of the enquiry. Appreciate that geography can be 'messy' i.e. that fieldwork does not always match typical or predicted outcomes. • Identify the limitations of geographical evidence: accuracy, reliability and bias. Reflect critically on the strengths and limitations of both primary and secondary data, methods used, conclusions drawn and knowledge gained. Appreciate that stakeholders may have vested interests (for example, where primary or secondary sources of data rely on opinion).
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	<ul style="list-style-type: none"> How regional inequalities and social factors contribute to population movement within the UK. How commuting and teleworking influence where people live and work in the UK. How migration, from outside the UK, has social and economic consequences for urban and rural areas of the UK. 	<p>economic data alongside human/social development data. How we define groups of countries that have similar characteristics. Definitions must include 'Least Economically Developed Countries' or 'Low Income Countries' (LICs)</p>	<ul style="list-style-type: none"> Strategies which aim to reduce inequality and improve the lives of people living in global cities (which should be the same cities chosen above). Coverage must include: (a) In the LIC/NIC city: self-help schemes, slum clearance programmes, housing projects and mass transit schemes. (b) In the HIC city: strategies to create sustainable urban environments. 	<p>the UK and one LIC or one NIC (one of the same countries chosen in the first strand above). The advantages and disadvantages of the development of global MNCs (for the MNC) and the consequences for the host country to include economic, social and environmental consequences.</p> <ul style="list-style-type: none"> (The reasons for the emergence of Newly Industrialised Countries (NICs) as economic power houses in the world economy. The positive and negative consequences of this development in one NIC (the same country chosen in the first strand above). The pattern and the impact of trade between nations at different levels of development including the UK and at least one Low Income Country (LIC) and one Newly Industrialised Country (NIC)* (the same countries used in the first strand above). Concepts of trade must include imports, exports, trade partnerships/blocs, tariffs and 'fair trade'. How patterns of trade can cause uneven development. How trade can be used to reduce global inequalities. (d) The social, cultural, political and economic consequences, both positive and negative, of globalisation on societies. To include globalisation's effects in the UK and at least one Low Income Country (LIC) and one Newly Industrialised Country (NIC)* (the same countries used in the first strand above). Coverage must include international patterns of migration, globalisation of consumer products, globalisation of culture and threats to local and national identity. The advantages of both one long-term development aid programme and one short-term emergency aid response for both donor and at least one recipient LIC (the same country chosen in the first strand above). 	<p>Study of one location where leisure use is managed and the effectiveness of the management strategy.</p>	
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<p>11</p> <p>Eduqas GCSE</p>	<p>Desertification</p> <p>Locational Knowledge Place Knowledge (location, community, landscape understanding the World). Environmental, Physical and Human Geography Geographical skills</p> <p>Assessments: One formative and summative Home Study: See HW Study Tasks Online (3) SMSC: Empathy for others PSHCE: Stereotypes/prejudice/discrimination Careers: Aid agencies British Citizenship Values: LORIC: Resilience</p> <p>Theme Name: Environmental Challenges Topic: Desertification Assessment objective:</p> <ul style="list-style-type: none"> • What are the physical processes operating in hot semi-arid regions that make them vulnerable to desertification? • To what extent does human activity contribute to the problem of desertification? • How can environments vulnerable to desertification be managed? <p>Programme of study:</p> <ul style="list-style-type: none"> • An overview of the location and global distribution of environments vulnerable to desertification. How this distribution pattern is changing over time. The relationship of this distribution to the global circulation of the atmosphere and to the dominance of high-pressure systems. Changing climatic patterns over periods of decades to include unreliable rainfall patterns and higher rates of evapotranspiration in hot semi-arid regions. Smaller scale processes related to changing patterns of vegetation, evapotranspiration and micro-climate. • Human activities to include unsustainable use of water resources, over-grazing, poor land management and use of fire wood. The different viewpoints, values and 	<p>Ecosystems under threat</p> <p>Locational Knowledge Place Knowledge (location, community, landscape understanding the World). Environmental, Physical and Human Geography Geographical skills</p> <p>Assessments: One formative and summative Home Study: See HW Study Tasks Online (3) SMSC: Moral values in Changing Society PSHCE: interdependence Careers: Environmental and science industry British Citizenship Values: Rule of law/ Democracy LORIC: Independence</p> <p>Theme Name: Environmental Challenges Theme Name: Environmental Challenges Topic: Ecosystems under threat, Desertification</p> <p>Assessment objective:</p> <ul style="list-style-type: none"> • How are ecosystems used by people? • How are ecosystems damaged by human activity? • Why and how are ecosystems managed in a sustainable way? <p>Programme of study:</p> <ul style="list-style-type: none"> • An overview of how humans use, modify and change ecosystems and environments in order to obtain food, energy and water resources. • How hot semi-arid grasslands and one other ecosystem have been damaged by human activity. How processes within the ecosystem have been affected (note the link to how human activity can contribute to desertification in 3.4.2). The effects of the damage at the local scale, to include the effect on biodiversity, and at the global scale. • The reasons for conservation and management. The ways in which hot semi-arid grasslands and one other ecosystem have been managed (note the link to how environments vulnerable to desertification can be managed in 3.4.3). Strategies for sustainable management. 	<p>Water resources</p> <p>Locational Knowledge Place Knowledge (location, community, landscape understanding the World). Environmental, Physical and Human Geography Geographical skills</p> <p>Assessments: One formative and summative Home Study: See HW Study Tasks Online (3) SMSC: PSHCE: Working as a community Careers: Water management British Citizenship Values: Rule of Law LORIC:</p> <p>Theme Name: Environmental Challenges Topic:</p> <p>Assessment objective:</p> <ul style="list-style-type: none"> • Why does supply and demand for water vary over time and space? • What happens when demand for water exceeds supply? • What are the challenges of managing water supplies? <p>Programme of study:</p> <ul style="list-style-type: none"> • An overview of past and present global trends in water supply and demand. The concepts of water footprints and water security. The social, economic and environmental reasons why supply and demand for water varies over time and place. The links between population change, economic growth, consumerism and increasing demands for water. • The concept of over-abstraction and the reasons for water transfer schemes. The impact of over-abstraction and unsustainable use of water on people, the economy and environment. Coverage to include the impacts in countries at contrasting levels of development (note the link to how human activity may contribute to desertification in 3.4.2). • Ways in which an imbalance of supply and demand can be met within one country at a local scale. The international issues facing 	<p>Fieldwork</p> <p>Locational Knowledge Place Knowledge (location, community, landscape understanding the World). Environmental, Physical and Human Geography Geographical skills</p> <p>Assessments: External examination Home Study: See HW Study Tasks Online (3) SMSC: PSHCE: Careers: British Citizenship Values: LORIC: Organisation</p> <p>Theme Name: Fieldwork Topic: Fieldwork</p> <p>Assessment objective:</p> <ul style="list-style-type: none"> • What is the geographical enquiry process? • How is evidence collected? • How can evidence be processed and presented? • How can evidence be analysed and how do patterns and trends evidenced by fieldwork relate to wider geographical knowledge and understanding? • What conclusions may be drawn from fieldwork enquiries? • What evaluative techniques should be applied to the enquiry process? <p>Programme of study:</p> <ul style="list-style-type: none"> • Process evidence to include calculation of percentages and mean. Present evidence to include maps, graphs and diagrams. Reference secondary data sources accurately. For details of numerical and statistical skills, including specific graphical and cartographic representation techniques, see Appendix A pages 27-28. • Identify, analyse and interpret trends and patterns. Apply knowledge and understanding of broad geographical concepts and processes to specific evidence collected during the enquiry. 	<p>Revision</p> <p><i>Revision to continue through to each final GCSE exam (depending on date)</i></p>	<p><i>Revision to continue through to each final GCSE exam (depending on date)</i></p>
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	<p>attitudes of stakeholders in the region.</p> <ul style="list-style-type: none">• A range of strategies employed by Non-Government Organisations (NGOs), working at a local level with communities, to include drip irrigation, magic stones and use of drought-tolerant crops. International strategies aimed at reducing the spread of areas experiencing desertification.		<p>future water management across national boundaries.</p>			
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