

Year 9 Geography -Key Stage 4

Autumn Term	Spring Term	Summer Term
<p><u>Half Term 1</u></p> <p>Unit title: Why do we have weather extremes?</p> <p>Key learning: Outline of the global circulation system including the effects of high and low pressure belts in creating climatic zones. How the global circulation of the atmosphere causes extremes in weather conditions in different parts of the world. The extremes in weather conditions associated with wind, temperature and precipitation in contrasting countries. The distribution and frequency of tropical storms and drought, and whether these have changed over time. Outline the causes of the extreme weather conditions associated with tropical storms. Outline the causes of the extreme weather conditions of El Niño/La Niña leading to drought.</p> <p>Key vocabulary: See Glossary GCSE textbook</p> <p>Assessment: Lesson 6 includes a mini assessment.</p> <p>Key websites to support learning: CIA worldfactbook BBC news</p>	<p><u>Half Term 1</u></p> <p>Unit title: Global hazards</p> <p>Key learning: A case study of a tectonic event that has been hazardous for people, including specific causes, consequences of and responses to the event. How technological developments can have a positive impact on mitigation (such as building design, prediction, early warning systems) in areas prone to a tectonic hazard of your choice.</p> <p>Assessment: End of unit assessment</p> <p>Key vocabulary: See Glossary GCSE textbook</p> <p>Key websites to support learning: CIA worldfactbook BBC news</p>	<p><u>Half Term 1</u></p> <p>Unit title: Distinctive Landscapes</p> <p>Key learning: How the concept of a landscape can be defined, including the differences between built and natural landscapes. Overview of the distribution of upland, lowland and glaciated landscapes in the UK. Overview of the characteristics of these landscapes which make them distinctive including their geology, climate and human activity. The geomorphic processes that are involved in shaping landscapes, including weathering (mechanical, chemical, biological), mass movement (sliding, slumping), erosion (abrasion, hydraulic action, attrition, solution), transport (traction, saltation, suspension, solution), deposition. The formation of coastal landforms including headlands, bays, cave, arch, stack, beach and spit. Case-study of a coastal area (likely 5 lessons), probably Holderness or Dorset examining:</p> <ul style="list-style-type: none"> • its landforms created by geomorphic processes

		<ul style="list-style-type: none"> • the geomorphic processes operating at different scales and how they are influenced by geology and climate • how human activity, including management, works in combination with geomorphic processes to impact the landscape. <p>Assessment: Mid unit assessment. Key vocabulary: See Glossary GCSE textbook</p> <p>Key websites to support learning: CIA worldfactbook BBC news</p>
<p><u>Half Term 2</u></p> <p>Unit title: When does extreme weather become a hazard?</p> <p>Key learning: Case studies of two contrasting natural weather hazard events arising from extreme weather conditions. Typhoon Haiyan, Big dry Australia and UK Heatwave. The place specific causes (including the extreme weather conditions which led to the event), consequences of and responses to the hazard for each of the above.</p> <p>Mid-Term Unit title: What processes occur at plate boundaries?</p>	<p><u>Half Term 2</u></p> <p>Unit title: Climate Change</p> <p>Key learning: The pattern of climate change from the beginning of the Quaternary period to the present day. The range and reliability of evidence relating to climate change including evidence from sea ice positions, ice cores, global temperature data, paintings and diaries. Outline the causes of natural climate change including the theories of sun spots, volcanic eruptions and Milankovitch cycles. Investigate the natural greenhouse effect and the impacts that humans have on the atmosphere, including the enhanced greenhouse effect.</p>	<p><u>Half Term 2</u></p> <p>Unit title: Distinctive Landscapes</p> <p>Key learning: The formation of river landforms including waterfall, gorge, v-shaped valley, floodplain, levee, meander, ox-bow lake. Case study (5 lessons) of a river basin, to include the study of:</p> <ul style="list-style-type: none"> • its landforms created by geomorphic processes • the geomorphic processes operating at different scales and how they are influenced by geology and climate • how human activity, including management, works in combination

<p>Key learning: The structure of the Earth and how it is linked to the processes of plate tectonics including convection currents. The processes that take place at constructive, destructive, conservative and collision plate boundaries as well as hotspots How the movement of tectonic plates causes earthquakes, including shallow and deep focus, and volcanoes, including shield and composite.</p> <p>Assessment: For use once finished climatic hazards section.</p> <p>Key vocabulary: See Glossary GCSE textbook</p> <p>Key websites to support learning: CIA worldfactbook BBC news</p>	<p>Explore a range of social, economic and environmental impacts of climate change worldwide such as those resulting from sea level rise and extreme weather events. The impacts studied should relate to the 21st century.</p> <p>Explore a range of social, economic and environmental impacts of climate change within the UK such as the impact on weather patterns, seasonal changes and changes in industry. The impacts studied should relate to the 21st century.</p> <p>DME preparation built in.</p> <p>Assessment: End of unit assessment.</p> <p>Key vocabulary: See Glossary GCSE textbook</p> <p>Key websites to support learning: CIA worldfactbook BBC news</p>	<p>with geomorphic processes to impact the landscape.</p> <p>Fieldwork studying a river and trip required. Several lessons required in both preparation and for post trip skills development with statistics and graph making.</p> <p>Assessment End of year assessment covering all topics covered in year 9.</p> <p>Key vocabulary: See Glossary GCSE textbook</p> <p>Key websites to support learning: CIA worldfactbook BBC news</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Year 10 Geography -Key Stage 4

Autumn Term	Spring Term	Summer Term
<p><u>Half Term 1</u></p> <p>Unit title: Sustaining Ecosystems</p> <p>Key learning: Understand the concept of an ecosystem as being the interdependence of climate, soil, water, plants and animals. Outline the global distribution of polar regions, coral reefs, grasslands, temperate forests, tropical forests and hot deserts. Overview of the climate, flora and fauna within these ecosystems The distinctive characteristics of a tropical rainforest ecosystem, including the climate, nutrient cycle, soil profile and water cycle. The interdependence of climate, soil, water, plants, animals and human activity in tropical rainforests.</p>	<p><u>Half Term 1</u></p> <p>Unit title: Urban Futures</p> <p>Key learning: How urban growth rates vary in parts of the world with contrasting levels of development. Outline characteristics of world cities and megacities and their changing distribution since 1950. Understand the causes of rapid urbanisation in LIDCs, including the push and pull factors of rural-urban migration and internal growth. Investigate the consequences of rapid urban growth in LIDCs. Mini case-study on Lagos. Understand the causes and consequences of contrasting urban trends in ACs, including</p>	<p><u>Half Term 1</u></p> <p>Unit title: UK in the 21st Century</p> <p>Key learning: Preparation for Paper 3 and revision regimen in preparation for Mocks Overview of human and physical geographical characteristics of the UK, including population density, land use, rainfall and relief, and significant issues associated with these characteristics, including water stress and housing shortages. Overview of population trends in the UK since 2001, using population pyramids and migration statistics, to determine its position on the Demographic Transition Model</p>

<p>Explore the value of tropical rainforests through the study of their goods and services. Human impacts in the tropical rainforest from activities such as logging, mineral extraction, agriculture and tourism. A case study (4-5 lessons) to illustrate attempts to sustainably manage an area of tropical rainforest, such as ecotourism, community programmes, biosphere reserves and sustainable forestry, at a local and regional scale.</p> <p>Assessment: Assessment can be given before beginning case-study</p> <p>Key vocabulary: See Glossary GCSE textbook</p> <p>Key websites to support learning: CIA worldfactbook BBC news</p>	<p>suburbanisation, counter-urbanisation and re-urbanisation. The city's location and importance within its region, the country, and the wider world. Patterns of national and international migration and how this is changing the growth and character of the city.</p> <p>Assessment:</p> <p>Key vocabulary: See Glossary GCSE textbook</p> <p>Key websites to support learning: CIA worldfactbook BBC news</p>	<p>An understanding of the causes, effects, spatial distribution and responses to an ageing population. A summary of the how the population structure and ethnic diversity of a named place of the UK has changed since 2001.</p> <p>Assessment: Year 10 Mocks Key vocabulary: See Glossary GCSE textbook</p> <p>Key websites to support learning: CIA worldfactbook BBC news</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p><u>Half Term 2</u></p> <p>Unit title: Sustaining Ecosystems</p> <p>Key learning: Outline the distinctive characteristics of Antarctica and the Arctic, including climate, features of the land and sea, flora and fauna. The interdependence of climate, soil, water, plants, animals and human activity in either the Antarctic or the Arctic polar region. Explore a range of impacts of human activity on either the Antarctic or the Arctic ecosystems, such as scientific research, indigenous people, tourism, fishing, whaling and mineral exploitation. A case study to examine one small-scale example of sustainable management in either the Antarctic or the Arctic such as sustainable tourism, conservation and whaling. A case study to examine one global example of sustainable management in either the Antarctic or the Arctic by investigating global actions such as Earth Summits or the Antarctic Treaty. DME preparation built into lessons.</p> <p>Assessment: End of unit assessment Key vocabulary: See Glossary GCSE textbook</p> <p>Key websites to support learning: CIA worldfactbook BBC news</p>	<p><u>Half Term 2</u></p> <p>Unit title: Urban Futures</p> <p>Key learning: Explore the ways of life in the city, such as culture, ethnicity, housing, leisure and consumption. Investigate the contemporary challenges that affect life in the AC city, such as housing availability, transport provision, access to services and inequality. Investigate the contemporary challenges that affect life in the LIDC or EDC city, such as squatter settlements, informal sector jobs, health or waste disposal. For each city investigate one initiative to make it more sustainable, such as use of brownfield sites, waste recycling and transport improvements.</p> <p>Fieldwork project: Carry out an enquiry gathering primary and secondary information and use the information to compile a report.</p> <p>Assessment: End of unit assessment. Key vocabulary: See Glossary GCSE textbook</p> <p>Key websites to support learning: CIA worldfactbook BBC news</p>	<p><u>Half Term 2</u></p> <p>Unit title: UK in the 21st Century</p> <p>Key learning: Identify major economic changes in the UK since 2001 by examining changes in the job market including political priorities, changing employment sectors and working hours. Investigate the pattern of core UK economic hubs. Identify the changes in one economic hub and its significance to its region and the UK. Examine the UK's political role in one global conflict through its participation in international organisations. Explore the UK's media exports and their global influence including television programmes and film. The contribution of ethnic groups to the cultural life of the UK through one of food, media or fashion Case-study: The Sikh communities contribution to the UK.</p> <p>Key vocabulary: See Glossary GCSE textbook</p> <p>Key websites to support learning: CIA worldfactbook BBC news</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

--	--	--

Year 11 Geography -Key Stage 4

Autumn Term	Spring Term	Summer Term
<p><u>Half Term 1</u></p> <p>Unit title: Resource Reliance</p> <p>Key learning: Outline the factors leading to demand outstripping supply of food, energy and water. Overview of how environments and ecosystems are used and modified by humans including:</p> <ul style="list-style-type: none"> ○ mechanisation of farming and commercial fishing to provide food ○ deforestation and mining to provide energy <p>reservoirs and water transfer schemes to provide water Understand the term ‘food security’ and the human and physical factors which influence this How world patterns of access to food are illustrated, such as the world hunger index and average daily calorie consumption. Investigate the differences between Malthusian and Boserupian theories about the relationship between population and food supply. Case study of attempts to achieve food security in one country to include:</p> <ul style="list-style-type: none"> ○ Investigation of statistics relating to food consumption and availability over time. ○ The success of one attempt in helping achieve food security at a local scale such as food banks, urban gardens and allotments. 	<p><u>Half Term 1</u></p> <p>Unit title: Development Dynamics</p> <p>Key learning: Definition of ‘development’ and the ways in which countries can be classified, such as AC, EDC and LIDC. Global distribution of ACs, EDCs and LIDCs. Economic and social measures of development, such as GNI per capita and Human Development Index, and how they illustrate the consequences of uneven development. Outline the human and physical factors influencing global uneven development. Explore the factors that make it hard for countries to break out of poverty, including debt, trade and political unrest. Case-study of the DRC Overview of the economic development of an LIDC, including influences of population, society, technology and politics, particularly in the past 50 years, or post-independence.</p> <p>Key vocabulary: See Glossary GCSE textbook</p> <p>Key websites to support learning: CIA worldfactbook</p>	<p><u>Half Term 1</u></p> <p>Unit title: Revision and Exams</p>

<p>The effectiveness of one past and one present attempt to achieve food security at a national scale such as global food trade, GM crops, 'The Green Revolution' and food production methods.</p> <p>Assessment Exam questions built into lessons.</p> <p>Key vocabulary: Consult the textbook See Glossary GCSE textbook</p> <p>Key websites to support learning: CIA worldfactbook BBC news</p>	<p>BBC news</p>	
<p><u>Half Term 2</u></p> <p>Unit title: Resource Reliance</p> <p>Key learning: Explore the environmental, economic and social sustainability of attempts to achieve food security, in relation to:</p> <ul style="list-style-type: none"> ○ ethical consumerism, such as fairly traded goods and food waste ○ food production, such as organic methods and intensive farming ○ technological developments, such as GM crops and hydroponics <p>small scale 'bottom up' approaches, such as urban gardens and permaculture Preparation time will have to be given over to the mocks.</p>	<p><u>Half Term 2</u></p> <p>Unit title: Development Dynamics</p> <p>Key learning: Continue Case-study of DRC: Explore whether Rostow's model can help determine the country's path of economic development. The extent to which the relevant Millennium Development Goals have been achieved for this LIDC. Investigate how the LIDC's wider political, social and environmental context has affected its development. The country's international trade, such as potential reliance on a single, or few, commodities and how this influences development. The benefits and problems of trade and Trans National Company (TNC) investment for development.</p>	

<p>Assessment: Mock exams Key vocabulary: See Glossary GCSE textbook</p> <p>Key websites to support learning: CIA worldfactbook BBC news</p>	<p>The advantages and disadvantages of international aid or debt relief for its development.</p> <p>Compare the advantages and disadvantages of one top-down and one bottom-up strategy in the country.</p> <p>Exam preparation and revision will begin during this term.</p> <p>Assessment Mock exams Key vocabulary: See Glossary GCSE textbook</p> <p>Key websites to support learning: CIA worldfactbook BBC news</p>	
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--