Biddulph High School Curriculum Intent

To deliver a broad and enriching curriculum through engaging and challenging lessons that provide a wide range of opportunities for all students to achieve their potential.
Students will all be prepared to take their next steps in a diverse and ever changing future ready to make a positive contribution to society.
Through a broad programme of extracurricular activities students will have the opportunities to showcase their talents and experience new challenges.
We value individuals and all that they can offer as well as supporting each other with kindness and empathy.

Curriculum Intent for Geography:

The Geography department's aim is to create informed and active future citizens who understand how our lives are both shaped by and impact on the environments we inhabit. We want students to be curious about the ever changing world we live in and by studying current issues at local, national and international scales, we hope to encourage students to see the relevance and importance of the subject as a global citizen.

Students will extend their knowledge and understanding of physical and human features in the world by studying a broad range of interesting and stimulating topics. We will provide opportunities to use and develop geographical skills, such as data analysis, decision-making, mapping, the enquiry process and fieldwork skills, with the hope of producing interdisciplinary, geographical thinkers who are able to deal with 21st century issues.

All teachers will follow the schemes of work provided by the department. This will ensure that all students receive the same high-quality provision. All units of work will provide a clear outline of the knowledge and skills required and assessments will ensure that this knowledge has been retained and that skills can be evidenced.

Teachers will ensure that gaps are closed through regular monitoring within the classroom. DINT activities will allow for interleaving and recap of previous learning. Misconceptions will be identified through effective questioning and the regular inspection of student work.

Geography Long Term Overview						
Year Group	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
9	**Factfulness:** Introduction to the use of facts and evidence to provide our geographical world view. Based on the book Factfulness by Hans Rosling	**UK Geological landscapes:** An investigation into the geological history of the UK and how it shaped our landscapes i.e. glaciation, **River processes:** Examine how rivers shape the landscape and impact on humans.	**Changing places:** An investigation into the impact of deindustrialisation and changing industry on Stoke on Trent. A decision-making activity on the building of a new retail park in Biddulph.	**Country Investigation: India** An enquiry into why India has developed into an emerging country and how it could change in the future.	**Global inequality:** Assessment of causes and consequences of inequality in different parts of the world.	**Ecosystems and Environmental Issues:** Overview of the importance of ecosystems to physical and human wellbeing. Study of some of the current issues of unsustainability facing the planet.
10 **EDEXCEL B GCSE**	**Paper 3 – Environmental Issues** **Unit 7**: People and the Biosphere **Unit 8**: Forests Under Threat	**Unit 9**: Consuming Energy Resources **Paper 2 – UK landscapes** **Unit 4:** UK Physical Landscapes - Geology	**Unit 4:** UK Physical landscapes – Rivers **Unit 4:** UK Physical landscapes - Coasts	**Unit 4:** UK Physical landscapes – Coasts **Unit 5:** UK Human landscapes	**Unit 5:** UK Human Landscapes **Unit 5:** Case study of UK city - Birmingham	**Unit 6:** Fieldwork **Rural Investigation –** Impact of tourism on Bakewell **Rivers Investigation –** Risk of flooding Biddulph Brook
11 **EDEXCEL B GCSE**	**Paper 1 – Global Issues** **Unit 1** – Hazardous Earth – Climate and Tropical Cyclones	**Unit 1 –** Hazardous Earth - Tectonics	**Unit 2 –** Development dynamics **Case study of an emerging country -** India	**Unit 3 –** Challenges of an urbanised world **Case study of an emerging megacity** - India	**Revision**	

12 **EDEXCEL A LEVEL**	**Paper 1** – Tectonic Hazards **Paper 2** – Globalisation	**Paper 1 –** Tectonic Hazards **Paper 2 –** Globalisation	**Paper 1 –** Coastal Processes and Pressures **Paper 2** – Regenerating Places	**Paper 1 –** Coastal Processes and Pressures **Paper 2** – Regenerating Places	**Paper 1 –** Coastal Processes and Pressures **Paper 2 –** Regenerating Places	**Non-Examined Assessment Preparation and Fieldwork**
13 **EDEXCEL A LEVEL**	**Paper 1 –** Water Security **Paper 2 -** Superpowers	**Paper 1 –** Water Security **Paper 2 -** Superpowers	**Paper 1 –** Carbon and Energy **Paper 2 –** Health, Human Rights and Development	**Paper 1 –** Carbon and Energy **Paper 2 –** Health, Human Rights and Development	**Revision**	

Geography: Medium Term Overview			
Year 9	**Autumn Term 1**	**Unit Title: Factfulness**	**No of Lessons: 10**
Overview/Intent **Assessment**	This unit introduces students to the importance of facts in forming our world view. It is based on the book 'Factfulness' by Hans Rosling. Students will examine 6 key principles of how people see the world the misconceptions of the state of the world. They will learn the importance of analysing the facts as the foundation and challenge student to think like a geographer. Write a speech to answer the question 'Is our view of the world wrong?'		
<u>Essential Knowledge (what must students know):</u> • The importance of evidence based knowledge • The range of income levels around the globe and the impact this has on quality of life.		**<u>Essential Skills (what must students be able to demonstrate):</u>** **Students will be able to:**	**Lessons:**

• The impact of media on our perception of the world. • Causes of global population change • There is more than one view of the world. **Terminology:** Development, infant mortality, Gross Domestic Product, birth rate, death rate, economic, social, environment	• Draw a line graph. • Make predictions about change in population over time. • Research data and categorise into groups • Analyse photographs for geographical information.	1. Introduction to geography – difference between human and physical geography. Include expectations, routines etc. 2. The importance of facts – encourage students to reflect on how they see the world. Does their world view match up with reality? 3. Overdramatic world view 4. The Gap Instinct 5. Dollar Street 6. Population explosion 7. It's not all doom and gloom 8. The Destiny Instinct 9. The dangers of a single story 10. Assessment – Is our view of the world wrong?
Careers Links: Statistician -	**Enrichment:** Academic reading: Factfulness by Hans Rosling Use of Dollar Street and GapMinder resources to allow students to see how their lives compare to others.	**MYPB:** Empathy Respect Responsibility

Geography: Medium Term Overview

Year 9	Autumn Term 1/2	Unit Title: UK Geological Landscapes	No of Lessons: 8
Overview/Intent	The unit will review students prior learning of rocks at the Middle Schools and extend their knowledge to show the influence of geological processes on the UK landscape we see today.		
Assessment	End of topic test – exam style questions with a mix of multiple choice, describe and explain formats.		

Essential Knowledge (what must students know):	**Essential Skills (what must students be able to demonstrate):**	**Lessons:**
• The 3 types of rocks and how they are formed • The influence of geology on the UK landscape • The concept of the geological timescale. • The basic processes of glaciation and it's impact on the UK landscape. • How humans interact with limestone landscapes. **Terminology:** Geology, Igneous, Sedimentary, Metamorphic, volcanic, bedding planes, permeable, weathering, freeze-thaw, chemical, acid rain, rock cycle, glaciation, Ice Age, quarry restoration	**Students will be able to:** • Draw a field sketch • Locate upland and lowland areas in the UK. • Create annotated diagrams of weathering processes • Interpret physical features from photographs • GIS use of Google Earth to identify rock features.	1. How are rocks formed? 2. Can rocks change? 3. When were rocks formed? 4. How are rocks broken down? 5. What distinctive features are created in limestone scenery and why? 6. What conflict can quarries create? 7. How can quarries be restored? 8. Assessment
Careers Links: Geologist Quarry worker	**Enrichment:** The topic focuses solely on the UK which through the use of photographs will help students to appreciate the natural beauty of our landscape here and the variety of landscapes outside of our own locality	**MYPB:**

Geography: Medium Term Overview

Year 9	Autumn Term 2	Unit Title: River Processes	No of Lessons: 8
Overview/Intent	The unit aims to show how physical processes influence rivers and create distinctive river landscapes. It will demonstrate the importance of understating		
Assessment	End of topic test		

Essential Knowledge (what must students know):

- The three courses of a river and how they have different characteristics and landforms
- The processes of erosion, transportation and deposition.
- How and why rivers create distinctive landforms. E.g. waterfalls, meanders, floodplains
- The human and physical causes of flooding

Terminology:
Upper, middle, lower course, river profile, surface run-off, infiltration, interception, urbanisation, deforestation, impermeable,

Essential Skills (what must students be able to demonstrate):

Students will be able to:

- Recognise river landforms from photographs and OS maps
- Recognise the course of the river from OS maps
- Create annotated diagrams of at least 3 river landforms
- Create a proportional bar to show the fresh water stores
- Teamwork to research and present information

Lessons:

1. How does water get into rivers? The hydrological cycle.
2. How does a river change? River profiles
3. What jobs does a river do? River processes
4. What features does a river create in upland areas? River landforms 1
5. What features does a river create in lowland areas? River landforms 2
6. Why is the risk of flooding increasing?
7. How do floods affect people and the environment? Case study of Cumbria Floods
8. Assessment task

Careers Links:
Environment Agency
University researchers

Enrichment:
Use videos from www.timeforgeography.org to show students explanation of river processes and landscapes out in the field.

MYPB:

Geography: Medium Term Overview

Year 9	Spring Term 1	Unit Title: Changing Places – A local study	No of Lessons: 9
Overview/Intent **Assessment**	It is important to allow students to tackle a local geographical issue and encourage them to debate a range of viewpoints. Students need to be aware of the human geographical processes that influence change and the impacts these have on key players. Speech and report of the DME – should a retail park be developed in Biddulph?		

Essential Knowledge (what must students know):

- How and why industry changes over time.
- The causes and consequences of industrial change in SOT.
- There is often a range of viewpoints about how areas can be improved.
- Develop contextual knowledge of the local area.
- Understand the geographical processes which define the characteristics of our local area.

Terminology:
Primary, secondary, tertiary, quaternary, quinary, industry, deindustrialisation, economy, land use
Public enquiry, regeneration,

Essential Skills (what must students be able to demonstrate):

Students will be able to:

- Recognise human features from aerial photos and OS maps.
- Interpret line and bar graphs to describe changes over time.
- Develop communication skills through writing a speech to persuade others.
- Listen to and empathise with the views of others.
- Make a justified decision about a local issues based on the information presented to them.

Lessons:

1. What are the main types of industry and why are they important to the economy?
2. How and why has UK industry changed over time?
3. What are the impacts of industrial change in Stoke on Trent?
4. Has industrial change been positive for Stoke on Trent?
5. What is the most effective way of improving old industrial areas of Stoke on Trent?
6. How can changes in the local environment create controversy?
7. How do we make decisions about changes to the local environment?
8. Why are there contrasting views towards regeneration projects?
9. What is the best decision for Biddulph?

Careers Links:
Town planners
Local government
Politicians

Enrichment:
Appreciate the history and culture of their local area.
Identify the personal links they have with the past.
To increase their level of identity with the local area.
To understand the sense of community which arises from belonging to an area.

MYPB:

Geography: Medium Term Overview

Year 9	Spring Term ½	Unit Title: Country Investigation: India	No of Lessons: 12
Overview/Intent	To extend locational knowledge of India and the importance of its location. To examine both the human and physical characteristics of the country. To broaden students understanding of the differences between regions in the country and the reasons for this. To assess the causes and consequences of India's economy growth.		
Assessment	Exam style questions including ASSESS command word		

Essential Knowledge (what must students know):	**Essential Skills (what must students be able to demonstrate):**	**Lessons:**
• The location of India • The human and physical variations across India e.g. climate, rural/urban, wealth • Concept of globalisation and examples of ways India is globalised. • The causes and consequences of India's wealth divide. • Impacts of rural to urban migration • Challenges of sustainability in the future. **Terminology:** India, continent, topography, climate, latitude, relief, desert, coast, equator, economic development, social development, life expectancy, birth rate, fertility rate, TNC, FDI, GDP, GNI, Independence, colonisation, population growth, migration, rural, urban, Quality of life, standard of living, sustainability	**Students will be able to:** • Photo analysis, including aerial photos • Data analysis • Create choropleth maps • Draw and interpret climate graphs • In-depth writing • Numeracy skills – range, mean, % change, • Read and create maps	1. What is the physical geography of India? 2. What can data tell us about the climate of India? 3. Why are there climatic differences across India? 4. What factors have caused the economic growth of India? 5. How globalised is India? 6. Has globalisation been good for the people of India? 7. How and why does population density vary across India? 8. How and why does quality of life vary across India? 9. What is it like to live in rural India? 10. What are the impacts of rural to urban migration? 11. How successful are plans to improve Mumbai? 12. Assessment

Careers Links:	**Enrichment:**	**MYPB:**
	Awareness of the similarities and differences between India culture and that of the UK. An appreciation of the poor quality of life and lack of opportunities people have which is dependent on where in the world they are born.	

Geography: Medium Term Overview

Year 9	Summer Term 1	Unit Title: Global Inequality	No of Lessons: 10
Overview/Intent	To address the causes and consequences of wealth inequality, including the spatial variation both between and within countries. There is a focus on the Middle East to meet the requirements of the National Curriculum, which is not addresses at the Middle Schools.		
Assessment	Exam style questions including ASSESS command word		

Essential Knowledge (what must students know):	**Essential Skills (what must students be able to demonstrate):**	**Lessons:**
• The global distribution of wealth • Pattern of billionaires • Human and physical causes of low levels development. • The location of the Middle East • Reasons for wealth in the Middle East • Impact of wealth on the Middle East **Terminology:** GDP, GNI, wealth distribution, political factors, economic factors, social factors, environmental factors, government, corruption, war,	**Students will be able to:** • Analyse data – range, mean, media, mode, % increase • Locate a range of countries on a world map • Identify countries in the Middle East	1. Country comparison – analysis of data to measure the development levels of a range of countries. 2. The trading game 3. Why is trade unfair? 4. Are governments to blame for uneven development? 5. Is the environment to blame for uneven development? 6. Where are the world's billionaires? 7. Why are there so many billionaires in the Middle East? 8. What are the impacts of wealth in Dubai? 9. Why are some parts of the Middle East less developed? 10. Assessment
Careers Links:	**Enrichment:**	**MYPB:**

Geography: Medium Term Overview

Year 9	Summer Term 2	Unit Title: Ecosystems and Environmental Issues	No of Lessons: 11
Overview/Intent	The final topic will prepare the foundation for the GCSE course and paper 3. This will be the last geography education that some students receive so it is important to keep them engaged with knowledge that is relevant to them as humans, not just for study. Students will be made aware of society's responsibility to change and adapt behaviour in order to conserve the planet for the future.		
Assessment	Exam style question bases on Paper 3 DME (including JUSTIFY command word)		

Essential Knowledge (what must students know):	**Essential Skills (what must students be able to demonstrate):**	**Lessons:**
• Distribution of the world's major biomes • The value of biomes to human well-being • The damage caused by human interference with the rainforest, ocean, tundra biome and the atmosphere. • The causes and consequences of the enhanced greenhouse effect. • Global and local strategies to promote sustainability **Terminology:** Biome, ecosystem, biodiversity, deforestation, pollution, Arctic, sea ice, atmosphere, hydrosphere, biosphere, lithosphere, nutrient cycle, hydrological cycle,	**Students will be able to:** • Photo analysis, including aerial photos • World locational knowledge • Interpret graphs and data • Recognise change over time using satellite images	1. Why are biomes important? 2. How are humans interfering with the rainforest biome? 3. How are humans interfering with the ocean biome? 4. How are humans interfering with the tundra biome? 5. How are humans interfering with the atmosphere? 6. How are humans interfering with the lithosphere? 7. Global impacts of humans on the planet. 8. Concept of sustainability 9. National action plan for sustainability 10. Individual action plan for sustainability 11. Assessment
Careers Links:	**Enrichment:** Educate students on the value of the planet through the use of documentary clips and photographs. Help students to recognise their responsibility as a global citizen.	**MYPB:** Responsibility

Geography: Medium Term Overview

Year 10	Autumn Term 1	Unit Title: 7 People and the Biosphere	No of Lessons: 7
Overview/Intent	An understanding of the distribution of the Earth's ecosystems (biomes), the factors that affect their distribution and how the biosphere acts as a life-support system providing both goods and services: **EQ: Why is the biosphere so important to human wellbeing and how do humans use and modify it to obtain resources?**		
Assessment	DINT – Multiple Choice Questions - Exam style question bases on Paper 3 End of topic test		

Essential Knowledge (what must students know):	**Essential Skills (what must students be able to demonstrate):**	**Lessons:**
• understand that the global distribution and characteristics of major biomes are influenced by global factors, such as climate, and local factors such as altitude. • understand what biotic and abiotic characteristics are and how they are independent. • understand that the biosphere provides resources for indigenous and local people, but that there are concerns that it is becoming increasingly exploited for commercial gain. • understand that the biosphere providing globally important services as it regulates the composition of the atmosphere, maintains soil health and regulates water within the hydrological cycle. • understand that there is increasing demand for food, energy and water resources and that there are different theories about the relationships between population and resources.	**Students will be able to:** • Photo analysis, including aerial photos • World locational knowledge • Interpret graphs and data • Recognise change over time using satellite images • Make effective use of the resource material • Analyse and interpret the resource material.	1. Introduction to biomes 2. Global distribution of biomes 3. Biosphere resources for local people 4. Global biosphere goods and services 5. Increased demand for resources 6. 7 billion and counting (optional lesson) 7. End of topic assessment
Terminology Abiotic, Altitude, Biome, Biotic, Ecosystem, Flora, Fauna, Pressure belts, Affluence, Biosphere, Boserup, Carbon cycle, Exploitation, Indigenous People, Industrialisation, Hydrological Cycle, Malthus, Nutrient Cycle, Urbanisation	**Enrichment:** Educate students on the value of the planet through the use of documentary clips and photographs. Help students to recognise their responsibility as a global citizen.	**Careers Links:** Sustainability, Environmental Science

Geography: Medium Term Overview

Year 10	Autumn Term 1	Unit Title: 8 Forests Under Threat	No of Lessons: 8
Overview/Intent	A detailed understanding of tropical rainforests and taiga forests, which looks at their processes and interactions as well as issues related to their biodiversity and to their sustainable use and management. **EQ: What are the threats to forest biomes and how can they be reduced?**		
Assessment	DINT – Multiple Choice Questions - Exam style question bases on Paper 3 End of topic test Y10 Assessment 1 – includes a JUSTIFY question to practice decision making skills		

Essential Knowledge (what must students know):

- understand how plants and animals have adapted to living in a tropical rainforest. Students should also understand what biotic and abiotic characteristics are and how they can interact.
- understand how a tropical rainforest functions, including the concepts of the nutrient cycle and food webs. Students should gain an understanding of what happens if the nutrient cycle or food webs are interrupted.
- Know the characteristics of a taiga biome and how plants and animals adapt to the climate in the taiga. Students should also grasp that the taiga has lower productivity because of a less active nutrient cycle which leads to lower levels of biodiversity.
- understand how tropical rainforests are being destroyed by human activity. Students should understand a number of direct threats to the rainforest.
- understand the indirect threats to tropical rainforests. This will concentrate on climate change and how it threatens the health of a tropical rainforest.
- Students will examine a range of ways that the taiga is exploited, focussing on commercial paper production and mining. Students will need to understand the activities that have led to deforestation and how this threatens the biome.

Essential Skills (what must students be able to demonstrate):

Students will be able to:

- Photo analysis, including aerial photos
- World locational knowledge
- Interpret graphs and data
- Recognise change over time using satellite images
- Make effective use of the resource material
- Analyse and interpret the resource material.
- Make decisions and justify with supported evidence.

Lessons:

1. Reasons for tropical rainforest high biodiversity.
2. Reasons for taiga lower biodiversity.
3. Threats to the TRF.
4. Threats to the Taiga
5. Sustainable Management of the TRF
6. Sustainable Management of the Taiga
7. Retrieval and exam practice
8. End of topic assessment

• understand the threats to the taiga biome. In this lesson students move on from exploitation of the taiga to examining how precipitation, forest fires and pests and diseases can threaten the ecosystem. • examine the advantages and disadvantages of global actions which have been designed to protect tropical rainforests. Students will look specifically at CITES (Convention on International Trade in Endangered Species) and REDD (Reducing emissions from Deforestation and forest Degradation) • know how rainforests can be conserved through sustainable management and alternative livelihoods, for example, ecotourism and sustainable farming.		
Terminology Biosphere, Buttress roots, drip tips, epiphytes, food webs, lianas, net primary productivity, nutrient cycle, stratified layers, stratified layers, trophic levels, acid precipitation, biofuel, commercial farming (Palm plantations), deforestation, direct threats, ecosystem stress, exploitation, HEP, indirect threats, invasive species, strip mining, wild fires, conservation, CITES, Eco-tourism, conflict, National Parks, REDD, sustainable farming and forestry.	**Enrichment:** Educate students on the value of the forests and the need for them to be protected. Understand individual responsibility for sustainable consumerism.	**Careers Links:** Sustainability, Environmental Science

Geography: Medium Term Overview

Year 10	Autumn Term 2	Unit Title: 9 Consuming Energy Resources	No of Lessons: 8
Overview/Intent	An understanding of renewable and non-renewable energy; examining its supply and demand globally and differences in access which can lead to energy security issues. Also understanding its sustainable use and different management techniques. **EQ: How can the growing demands for energy be met without serious environmental consequences?**		
Assessment	DINT – Multiple Choice Questions - Exam style question bases on Paper 3 End of topic test Y10 Assessment 1 – includes a JUSTIFY question to practice decision making skills		

Essential Knowledge (what must students know):	**Essential Skills (what must students be able to demonstrate):**	**Lessons:**
• an understanding of how to classify different types of energy resources and how energy production can have an impact on the environment and landscape. • understand that energy is not evenly distributed and it can be affected by accessibility and technology. The global pattern of energy use will then cause variations. • understand that oil production and reserves are unevenly distributed and that the demand for oil consumption is increasing. The supply and demand for oil is affecting prices and this is affected by international relations and economic factors. • understand the economic benefits and environmental costs of developing oil and gas in environmentally sensitive areas. • understand how energy efficiency and conservation, as well as reduced demand for fossil fuels, help finite resources last longer and cut carbon emissions. • understand the costs and benefits of alternative energy resources to fossil fuels. • understand how different groups have contrasting views about energy futures and how attitudes are changing towards energy consumption and reducing ecological footprints.	**Students will be able to:** • Photo analysis, including aerial photos • World locational knowledge • Interpret graphs and data • Recognise change over time using satellite images • Make effective use of the resource material • Analyse and interpret the resource material. • Make decisions and justify with supported evidence.	1. Types of energy resources and the impact on the environment 2. Access to energy resources 3. Global energy use and uneven energy supplies 4. Costs and benefits of continued reliance on fossil fuels 5. Reducing reliance on fossil fuels 6. Costs and benefits of improving energy security 7. Attitudes to energy futures
Terminology	**Enrichment:**	**Careers Links:**

Carbon emissions, energy per capita, finite stocks, fossil fuels, geology, landscape scarring, non-renewable, recyclable, renewable, black gold, carbon emission, diplomatic relations, ecologically sensitive, economic, emerging economies, environmental, finite energy supplies, GDP, industrialisation, international relations, OPEC, Peak oil, recession, shale gas, tar sands, biofuels, business as usual, carbon footprint, congestion charge, consumers, ecological footprint, energy conservation, energy consumption, energy diversification, energy efficiency, energy mix, energy security, HEP, hydrogen, solar power, sustainable development, TNCs	Educate students on the value of the forests and the need for them to be protected. Understand individual responsibility for sustainable consumerism.	Sustainability, Environmental Science

Geography: Medium Term Overview

Year 10	**Autumn Term 2**	**Unit Title: 4 UK Physical Landscape – Geological Processes**	**No of Lessons: 6**
Overview/Intent **Assessment**	An overview of the varied physical landscapes in the UK resulting from geology, geomorphic processes and human activity over time. **EQ: Why does the physical landscape of the UK vary from place to place?**		
<u>Essential Knowledge (what must students know):</u> • an understanding of the role of geology, past tectonic and glacial processes in the development of upland and lowland landscapes of the UK. • understanding of why distinctive upland and lowland landscapes result from the interaction of physical processes: weathering and climatological, post-glacial river and slope processes. • understand why distinctive landscapes result from human activity (agriculture, forestry, settlement) over time.	**<u>Essential Skills (what must students be able to demonstrate):</u>** **Students will be able to:** • Photo analysis, including aerial photos • World locational knowledge • Interpret graphs and data • Recognise change over time using satellite images	**Lessons:** 1. Geological Processes 2. Glaciation and Tectonic Processes 3. Exam Practice 4. Weathering and Mass Movement 5. Lowland landscapes – Chalk and Clay 6. Human activity affecting landscapes 7. Assessment	

	• Make effective use of the resource material • Analyse and interpret the resource material. • Make decisions and justify with supported evidence.	
Terminology Quaternary, Cretaceous period, Carboniferous period, Precambrian Jurassic, Batholith, Intrusion, Igneous, Metamorphic, Sedimentary Impermeable, Escarpments, Dykes, Sills, Laccoliths, Chalk, Carboniferous limestone, Clay, Granite, Schist, Slate weathering, Continental drift, magma, basalt, abrasion, plucking, moraine, U-shaped valleys	**Enrichment:** Appreciate the distinctive landscape of the UK. Be aware of the beauty of the contrasting landscapes around the UK.	**Careers Links:** Sustainability, Environmental Science

Geography: Medium Term Overview

Year 10	**Spring term 1**	**Unit Title: 4 UK Physical Landscape – River processes and pressures**	**No of Lessons: 9**
Overview/Intent	This topic explores the processes that have formed the distinctive landscapes of the UK and how humans increasingly have to manage flood risks, both at the coast and near rivers.		
Assessment	**EQ4: Why is there a variety of river landscapes in the UK and what are the processes that shape them?** **EQ5: What are the challenges for river landscapes, people and property and how can they be managed?**		

Essential Knowledge (what must students know):	**Essential Skills (what must students be able to demonstrate):**	**Lessons:**
4.6 Distinctive river landscapes have different characteristics formed by interacting physical processes. 4.7 River landscapes are influenced by human activity interacting with physical processes.	**Students will be able to:** • Photo analysis, including aerial photos	1. River drainage basin 2. The long profile of a river 3. River processes 4. River landforms

4.8 Some rivers are more prone to flood than others and there is a variety of river management options.	• Recognise river features and landforms from photographs • Interpret hydrographs and data • Recognise change over time using satellite images • Make effective use of the resource material	5. Influence of human activity on rivers – hydrographs 6. Impacts of flooding – River Severn 7. Cost-benefit analysis 8. Managing flooding 9. End of topic test
Terminology Deposition, Drainage basin, Erosion, Flood plain, Geology, Hydrograph Impermeable, Spurs, Levee, Long profile, Cross profile, Lower course Middle course, Upper course, Meander, Oxbow lake, River cliff, Sediment load, Slip-off slope, Pools, Waterfall, Weathering, Channel shape, Valley profile, Gradient, Discharge, Velocity, Hydraulic action Abrasion, Attrition, Solution, Interlocking spurs, Deltas, Lag-time Soil type, Slope, Drainage basin shape, Antecedent conditions, Deforestation, Flood risk, Hard engineering, Integrated river management, Urbanisation, Flood walls, Embankments, Flood barriers Flood plain retention, River restoration	**Enrichment:**	**Careers Links:** Land use planning, flood risk analyst, environment agency, ecologist, .

Geography: Medium Term Overview			
Year 10	**Spring term 1/2**	**Unit Title: 4 UK Physical Landscape – Coastal Change and conflict**	**No of Lessons: 10**
Overview/Intent **Assessment**	This topic explores the processes that have formed the distinctive landscapes of the UK and how humans increasingly have to manage flood risks, both at the coast and near rivers. **EQ2: Why is there a variety of distinctive coastal landscapes in the UK and what are the processes that shape them?** **EQ3: What are the challenges for coastal landscapes and communities and why is there conflict about how to manage them?**		

Essential Knowledge (what must students know):	**Essential Skills (what must students be able to demonstrate):**	**Lessons:**
4.3: Distinctive coastal landscapes are influenced by geology interacting with physical processes. 4.4: Distinctive coastal landscapes are modified by human activity interacting with physical processes. 4.5: The interaction of human and physical processes present challenges along coastlines and there are a variety of management options.	**Students will be able to:** • Photo analysis, including aerial photos • Draw diagrams of coastal landforms and processes • Recognise coastal features and landforms from photographs • Interpret maps and data • Recognise change over time using satellite images • Make effective use of the resource material	1. Waves and coastal processes 2. Landforms of erosion 3. Factors affecting cliff recession 4. Longshore drift 5. Landforms of deposition 6. Impact of human activities on the coast 7. Located example – Dawlish or Holderness 8. Impacts of coastal flooding 9. Managing coasts 10. End of topic test
Terminology Arch, Backwash, Bay, Beach, Concordant coast, Constructive wave Deposition, Destructive wave, discordant coast, erosion, Fetch, Geological structure, Hard rock coast, Headland, Longshore drift Mass movement, Soft rock coast, Spit, Stack, Swash, Stump, Sub-aerial weathering processes, Weathering, Landslide, Rock fall, Slumping, Freeze-thaw weathering, Joints, Faults, Caves Cliffs, Wave-cut platform, Seasonality, Storm frequency, Prevailing wind, Bars, hard engineering, holistic approach, ICZM, managed retreat, coastal flooding, coastal management, soft engineering, groynes, sea walls, beach replenishment, rip rap, rock armour, slope stabilisation, do nothing.	**Enrichment:**	**Careers Links:** Land use planning, flood risk analyst, environment agency, ecologist, .

Geography: Medium Term Overview

Year 10	Summer term 1	Unit Title: 5 UK Human landscapes	No of Lessons: 10
Overview/Intent	This topic starts with an overview of the changing and varied human landscape of the UK. This is followed by a more detailed case study of a dynamic UK city. We choose to study Birmingham as our major city. These key ideas are studied around two enquiry questions:		
Assessment	**EQ1: Why are places and people changing in the UK?** **EQ2: How is one major UK city changing?**		

Essential Knowledge (what must students know):

- students know the main characteristics and differences between urban core and rural settlements, in terms of population density and structure and economic activities.
- how the UK and EU government policies have attempted to reduce the differences between the urban core and rural settlements.
- how and why the UK's population size, structure and distribution have been affected by internal migration and international migration over the last 50 years.
- how the decline in primary and secondary sectors and the rise of tertiary sectors in urban and rural areas has altered economic and employment structure in contrasting regions of the UK.
- how globalisation, free trade and privatisation have increased foreign direct investment and the role of TNCs in the UK economy.
- students gain the context of where Birmingham is sited and situated and how it is connected in a national, regional and global context. Also, students must know the city's structure in terms of its functions and variations in building age and density, land use and environmental quality.
- the causes of national and international migration that influence growth and character of the different parts of Birmingham in terms of age structure, ethnicity, housing, services and culture.

Essential Skills (what must students be able to demonstrate):

Students will be able to:

- Photo analysis, including aerial photos
- Locate major UK cities
- Read tables, graphs and maps for information
- Analyse data e.g. mean, median, mode, %change

Lessons:

1. Categorising urban and rural settlements
2. The role of government policies
3. UK population change and migration
4. The changing UK economy
5. The UK and the global economy
6. Location of Birmingham
7. The structure of Birmingham
8. How migration has changed Birmingham
9. Inequalities in Birmingham
10. Challenges facing Birmingham
11. Regenerating Birmingham
12. Making Birmingham sustainable
13. Challenges in rural areas
14. Improving rural areas

• the reasons for different levels of inequality in employment and services, education and health in different parts of Birmingham. • how parts of Birmingham have experienced decline (de-industrialisation, de-population), de-centralisation (out-of-town shopping centres, retail and business parks), e-commerce, developments in transport. • how regeneration strategies of the city have positive and negative impacts on people (increased population, environmental quality and economic opportunities). • the strategies aimed at making urban living more sustainable and improving quality of life in the city (recycling, employment, green spaces, transport, affordable and energy-efficient housing). • the city and accessible rural areas are interdependent (flows of goods, services and labour), which leads to economic, social and environmental costs and benefits for both. • why a rural area has experienced economic and social changes (counter-urbanisation, pressure on housing, increased leisure and recreation and population change) due to its links with the city. • new income and economic opportunities are created by rural diversification (farm shops, accommodation, leisure activities) and tourism projects, but these may have environmental impacts.		
Terminology Urban, rural, remote rural, urban core, population density, population pyramid, ageing population, youthful population, brain drain, immigration, refugee, push and pull factors, deprivation, inequality, CBD, inner city, suburbs, rural urban fringe, interdependent, government policy, north south divide, globalisation, Foreign Direct Investment, deindustrialisation, decentralisation, suburbanisation, sustainable, privatisation,	**Enrichment:** Wider knowledge of the major cities and countryside areas of the UK. Appreciation of the impacts of migration on culture and identity in the UK	**Careers Links:** Land use planning, building design, data analyst, sustainability

Geography: Medium Term Overview

Year 11	Autumn term 1/2	Unit Title: 1 Hazardous Earth	No of Lessons: 20
Overview/Intent	An understanding of the global circulation of the atmosphere and changing climate. The formation and impacts of extreme weather hazards (tropical cyclones) and tectonic hazards, and the impact on both of developed and developing countries through located examples: **EQ1: How does the world's climate system function, why does it change and how can this be hazardous for people?** **EQ2: How are extreme weather events increasingly hazardous for people?** **EQ3: Why do the causes and impacts of tectonic activity and management of tectonic hazards vary with location?**		
Assessment	MCQ – 3 mini end of topic tests – Assessment in line with Y11 assessment week		

Essential Knowledge (what must students know):

- understand how high and low pressure areas drive the three atmospheric circulation cells.
- explaining the pattern shown in a long-term (Quaternary) climate record such as the Vostok ice core.
- exploring historical UK climate change. This would include an examination of other historical sources and tree ring data, some of which may date back to Roman times.
- examining the anthropogenic causes of climate change and consequences on people.
- aware of rising concern over the enhanced greenhouse effect.
- Understand the idea that climate change in uncertain and the reasons behind this uncertainty.
- The causes and tropical cyclone formation, linked to the global atmospheric circulation model.
- Global location of tropical cyclones and how they are tracked and measured.
- The impacts and management of a tropical cyclones in a developed country. E.g. Hurricane Sandy, USA
- The impacts and management of a tropical cyclone in a developing country e.g. Typhoon Haiyan, Philippines
- the earth's structure and how this drives plate tectonic processes.

Essential Skills (what must students be able to demonstrate):

Students will be able to:

- Photo analysis, including aerial photos
- Recognise key world regions and countries using maps
- Analyse tables of data
- Draw diagrams of plate boundaries
- Read maps with GIS data e.g. storm tracking
- Recognise patterns in data
- Calculate mean, median, mode, % change, range, totals

Lessons:

1. Global circulation
2. ITCA
3. Natural causes of climate change
4. Evident of past climate change
5. Human causes and impacts of climate change
6. The future of climate change
7. Explaining tropical cyclones
8. Impacts of hurricane Sandy
9. Impacts of typhoon Haiyan
10. Managing tropical cyclones
11. The structure of the earth
12. Types of plate boundaries
13. Types of volcanoes
14. Explaining earthquakes
15. Impact of Haiti earthquake
16. Impact of Japan earthquake
17. Managing earthquakes

• Types of plate boundaries and the contrasting hazards found at these boundaries. • The causes, impacts and management of an earthquake in a developing country e.g. Haiti 2010 • The causes, impacts and management of an earthquake in a developed country e.g. Japan 2011		
Terminology Global atmospheric circulation model, ocean currents, Hadley cell, Ferrel cell, Polar cell, Gulf stream, greenhouse effect, enhanced greenhouse effect, global warming, sunspots, Milankovitch theory, orbital change, ice cores, sea level rise, Saffir-Simpson scale, Coriolis effect, primary effects, secondary effects, long term impacts and short term impacts, immediate response, convection currents, divergent boundary, convergent boundary, conservative boundary, tectonic plate, composite volcano, shield volcano, hotspot volcano, Richter scale, magnitude,	**Enrichment:** Empathy for victims of natural disasters Recognising inequality between developed and developing countries.	**Careers Links:** Hazard management, meteorology, risk analyst,

Geography: Medium Term Overview			
Year 11	**Autumn term 2/Spring term 1**	**Unit Title: 2 Developing Dynamics**	**No of Lessons: 10**
Overview/Intent	Development dynamics fits into component 1: Global Geographical Issues. It draws on contemporary geographical issues involving human processes and people–environment interactions. It focuses on understanding the scale of global inequality and how one emerging country is developing. We choose to investigate India. Students are given the opportunity to deepen their understanding of place and the complex inter-relationships between countries in this changing world. **EQ1: What is the scale of global inequality and how can it be reduced?** **EQ2: How is one of the world's emerging countries managing to develop?**		
Assessment	MCQ –end of topic tests – Assessment in line with Y11 assessment week		

Essential Knowledge (what must students know):	**Essential Skills (what must students be able to demonstrate):**	**Lessons:**
• Understand what is meant by the term 'development' and the different ways it can be measured. • How demographic data (fertility rates, death rates, population structures, maternal and infant mortality rates) vary for countries at different levels of development. • focus on *why* global inequalities exist, and that the reasons can be categorised into social, historical, environmental, economic and political factors. • Theories can be used to explain how and why countries develop over time. We study Rostow Modernisation Theory and Frank's Dependency Theory. • Top-down and bottom-up strategies have different characteristics in terms of their scale, aims, funding and technology. • The various advantages and disadvantages of different approaches to development. These can often be a result of the organisations that lead the approach. E.g. Non-governmental organisations (NGOs) and TNCs. • The importance of India's location in its level of development. • India has experienced rapid economic growth since 1990's when it adopted global economic policies and focused on increasing it's international political role. • Rapid economic change in India has contributed to demographic change, caused urbanisation (rural to urban migration and rapid urban growth) and created different regions with different socio-economic characteristics. • How rapid economic development has changed the geopolitical influence and relationships with the EU and USA. • conflicting views of these changing international relations and increased foreign investment by TNCs are studied.	**Students will be able to:** • Recognise patterns in data • Calculate mean, median, mode, % change, range, totals •	1. Measuring development 2. Demography and development 3. Causes of global inequalities 4. Development theories 5. Development strategies – top-down and bottom up 6. Introduction to India and development 7. India's economic development 8. Causes of India's economic growth 9. Impacts of India's economic growth 10. The international role of India

Terminology	**Enrichment:**	**Careers Links:**
Development, economic, social, political, GDP, per capita, Human Development Index, political corruption, inequality, developing country, emerging country, developed country, demographic data, fertility rate, birth rate, death rate, life expectancy, maternal mortality rate, infant mortality rate, population structure, colonialism, topography, systems of governance, international relations, Rostow's modernisation theory, Frank's Dependency Theory, Top-down strategy, bottom-up strategy, Transnational Corporation, Globalisation, Non-governmental Organisation (NGO), intermediate technology, Foreign Direct Investment, Inter-governmental Organisation (IGO), infrastructure, investment, import, export, core periphery, site, situation, outsourcing, rural-urban migration, gender groups, greenhouse gases	Learning about historic links between India and the UK. Exposure to cultural diversity.	demographics, data analyst, working with NGO's, politics.

Geography: Medium Term Overview

Year 11	**Spring Term 2**	**Unit Title: Challenges of an Urbanised World**	**No of Lessons: 10**
Overview/Intent	An understanding of urbanisation trends since 1980 in the developed, emerging and developing world, and also by global regions. An understanding of the causes of urbanisation (economic activity and migration) and the creation of varying quality of life in an in-depth study of one megacity in either a developing or emerging world case study. We choose to study Mumbai, India. Urban solutions will also be studied and evaluated; both government-led and NGO-led bottom-up solutions.		
Assessment	**EQ1: What are the causes and challenges of rapid urban change?** **EQ2: Why does quality of life vary so much within the megacity of Mumbai?** MCQ –end of topic tests – Assessment in line with Y11 assessment week		

Essential Knowledge (what must students know):	**Essential Skills (what must students be able to demonstrate):**	**Lessons:**
• Understand the process of urbanisation and how it has changed on a global scale.		1. Global urbanisation trends

• describe the global pattern of megacities from different world maps showing such data, e.g. a proportional circle map. • understand a range of reasons (economic and migration) as to why cities have grown and/or declined. All students should understand reasons in the developing, emerging and developed countries. • Students should understand a range of features of the formal and informal economies, the different economic sectors (secondary, tertiary and quaternary and their relative importance) and working conditions for each of the three types of development level – developing, emerging and developed countries. • Students should understand the reasons for urban population change, distribution and spatial changes in the different stages of the urbanisation cycle (urbanisation, suburbanisation, de-industrialisation, counter urbanisation and regeneration/re-urbanisation), giving a clear step-by-step explanation for change in each period. • understand a range of characteristics of commercial, industrial and residential urban land use. They should understand how accessibility, availability, cost and planning regulations influence each land use type. • Students need to know how Mumbai grew and they should understand a range of important local and wider human and physical geography factors. Connections between the city and other parts of the region and wider world through trade, environment and culture are also important. This should allow the most able students to conclude why the megacity is 'significant'. • Students need to understand how the megacity's land use is structured, probably through GIS/mapping work and comparing the city to traditional land use models. • Students should understand different trends in the population growth of Mumbai, typically centred around the story of rural to urban migration. • Students should be able to understand several opportunities and challenges of life in Mumbai. The opportunities and challenges listed in the syllabus (access to resources, employment, housing shortages, the development of squatter and slum settlements, inadequate water	**Students will be able to:** Students should practise describing distribution from such maps. Calculate percentage change and basic statistical analysis Read line graphs, pie charts, bar charts Locate Mumbai on a world map Create a sketch map of Mumbai to show its structure Annotate photographs	2. The global patterns of megacities 3. The growth and decline of cities 4. Urban economies 5. The urbanisation cycle 6. Introducing Mumbai – location 7. Mumbai's land-use structure 8. Mumbai's population growth 9. Mumbai's opportunities and challenges 10. Mumbai's differences in quality of life 11. Improving Mumbai – top-down and bottom-up strategies

supply and waste disposal, poor employment conditions and limited service provision and traffic congestion) should all be covered. • Students should have a knowledgeable understanding of differences between slums and more wealthy areas in terms of quality of life in Mumbai. • Students should understand several well-explained advantages and disadvantages for top-down and bottom-up strategies that make their chosen megacity more sustainable.		
Terminology Urbanisation, rural-urban migration, counter urbanisation, suburbanisation, push factor, pull factor, Central Business District, Inner City, Suburbs, rural-urban fringe, slum, regeneration, quality of life, inequality, megacity, primate city, millionaire city, world city, natural increase, NGO, top-down, bottom-up strategy, sustainability	**Enrichment:** Wider knowledge of world cities and their importance. A comparison of quality of life between places.	**Careers Links:** Land use planning, building design, data analyst, sustainability