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 **AQA**	**Paper 1 – Challenges in the Physical world** **Section A**: The Challenge of natural hazards 1. **Natural hazards** 2. **Weather hazards**	**Section A**: The Challenge of natural hazards 3. **Climate change** **Section B**: The Living World 1. **Ecosystems** 2. **Tropical rainforests**	**Section B**: The Living World 3. **Cold environments** **Section C**: Physical landscapes in the UK 1. **UK landscapes**	**Section C**: Physical landscapes in the UK 2. **Coastal landscapes** 3. **River landscapes**	**Paper 2 – Challenges in the human environment** **Section B:** The changing economic world 3. **The changing UK economy**	**Paper 3 - Geographical application** **Section 2:** Fieldwork **Rivers Investigation –** Risk of flooding Biddulph Brook
11 **AQA**	**Paper 2 – Challenges in the human environment** **Section A:** Urban issues and challenges 1. **The Urban world**	**Paper 2 – Challenges in the human environment** **Section A:** Urban issues and challenges 3. **Sustainable urban development**	**Paper 2 – Challenges in the human environment** **Section B:** The changing economic world 2. **Nigeria: a newly emerging economy**	**Paper 2 – Challenges in the human environment** **Section C:** The challenge of resource management 2. **Food management**	**Revision**	

	Paper 3 - Geographical application **Section 2:** Fieldwork **Rural Investigation –** Impact of tourism on Bakewell **Paper 2 – Challenges in the human environment** **Section A:** Urban issues and challenges 2. **Urban change in the UK**	**Section B:** The changing economic world 1. **Th development gap**	**Paper 2 – Challenges in the human environment** **Section C:** The challenge of resource management 1. **Resource management**	**Paper 3 – Geographical applications** **Section A: Issue evaluation** 1. **Pre-release**		
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	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.		
Assessment	Write a speech to answer the question 'Is our view of the world wrong?'		

Essential Knowledge (what must students know):	**Essential Skills (what must students be able to demonstrate):**	**Lessons:**
• The importance of evidence based knowledge • The range of income levels around the globe and the impact this has on quality of life. • 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	**Students will be able to:** • 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: Natural Hazards	No of Lessons: 8
Overview/Intent	An understanding of tectonic hazards, and the impact on both of developed and developing countries through located examples: Assessment in line with Y10 assessment week		
Assessment			

Essential Knowledge (what must students know):	**Essential Skills (what must students be able to demonstrate):**	**Lessons:**
• The earth's structure and how this drives plate tectonic processes. • 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 • Understand how high and low pressure areas drive the three	**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.	Natural hazards 1. What are natural hazards 2. Plate tectonic theory 3. Plate boundaries 4. Plate boundaries 5. Hazard in a LIC 6. Hazard in a HIC 7. Comparison of them both 8. Managing risk
Terminology Hazard risk, natural hazard, conservative plate margin, constructive plate margin, Destructive plate margin, Earthquake, Immediate responses, Long-term responses, Monitoring, Plate margin, Planning, Prediction, Primary effects, Protection, Secondary effects, Tectonic hazard, Tectonic plate, Volcano, Economic impact, Environmental impact	**Enrichment:** Educate students on the value of the planet through the use of video clips and showing how different parts of the world adapt.	**Careers Links:** Geologist, volcanologist..

Geography: Medium Term Overview

Year 10	Autumn Term 1	Unit Title: Weather hazards	No of Lessons: 8
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 their impact developing countries through located examples: An investigation of UK weather hazards and is the UK becoming more hazardous, case study of extreme weather in the UK.		
Assessment	Assessment in line with Y10 assessment week DINT tasks/homework tasks/exam questions		

Essential Knowledge (what must students know):

- Understand how high and low pressure areas drive the three atmospheric circulation cells.
- 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 cyclone in a developing country e.g. Typhoon Haiyan, Philippines
- the earth's structure and how this drives plate tectonic processes.
- Global location of tropical cyclones and how they are tracked and measured.
- The impacts and management of a tropical cyclone in a developing country e.g. Typhoon Haiyan, Philippines
- Weather hazards experienced in the UK and a case study on an extreme weather event.
- Exploring weather the UK weather is becoming more hazardous.

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.

Lessons:

Weather hazards

1. Global atmospheric circulation
2. Tropical storm formation
3. Tropical storm structure and features
4. Typhoon Haiyan
5. Reducing impacts of tropical storm
6. Weather hazards in the UK
7. Extreme weather UK case study
8. Is the UK weather becoming more hazardous

Terminology

Extreme weather, Global atmospheric circulation, Immediate responses, Long-term responses, Management strategies, Monitoring, Planning, Prediction, Primary effects, Protection, Secondary effects, Social impact, Tropical storm (hurricane, cyclone, typhoon)

Enrichment:

Educate students on the value of the planet through the use of video clips and showing how different parts of the world adapt.

Careers Links:

weather forecaster, climatologist.

Geography: Medium Term Overview

Year 10	Autumn Term 2	Unit Title: climate change	No of Lessons: 5
Overview/Intent	A detailed understanding of climate change including evidence, natural and human causes, and how we manage climate change		
Assessment	DINT – Multiple Choice Questions - Exam style questions/homework tasks End of topic test		

Essential Knowledge (what must students know):	**Essential Skills (what must students be able to demonstrate):**	**Lessons:**
• Climate change is the result of natural and human factors and has a range of effects. • Managing climate change involves both mitigation (reducing causes) and adaptation (responding to change).	**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. Evidence for climate change 2. Natural causes of climate change 3. Human causes of climate change 4. Managing climate change 5. Review of climate change
Terminology Adaptation, climate change, mitigation, orbital change, quaternary period	**Enrichment:** Educate students on the value of the looking after the climate and how this affects all aspect of life. Understand individual responsibility for climate change.	**Careers Links:** Sustainability, Environmental Science, climate change, meteorology

Geography: Medium Term Overview

Year 10	Autumn Term 2	Unit Title: Ecosystems	No of Lessons: 3
Overview/Intent	An understanding of how where ecosystems are and the different types and sizes that they can be. To also understand how they rely on each other and the consumers and producers within them for life to exist.		
Assessment	DINT – Multiple Choice Questions/exam questions/homework tasks End of topic test		

Essential Knowledge (what must students know):	**Essential Skills (what must students be able to demonstrate):**	**Lessons:**
• Ecosystems exist at a range of scales and involve the interaction between biotic and abiotic components.	**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. Small scale ecosystems 2. Balance in ecosystems 3. Biomes
Terminology Abiotic, biotic, consumer, decomposer, ecosystem, food chain, food web, nutrient cycling, global ecosystem, producer.	**Enrichment:** Educate students on the value of the ecosystems and the need for balance within them and how we they can be protected.	**Careers Links:** Sustainability, Environmental Science

Geography: Medium Term Overview

Year 10	Autumn Term 2	Unit Title: Tropical rainforests	No of Lessons: 6
Overview/Intent	A detailed understanding of where tropical rainforests can be located and why. Understanding how animals/plants adapt to live in these locations and how important nutrient cycles are. An understanding of why these areas are under threat and what we can do to protect them.		
Assessment	DINT – Multiple Choice Questions - Exam style questions/homework tasks End of topic test		

Essential Knowledge (what must students know):	**Essential Skills (what must students be able to demonstrate):**	**Lessons:**
• 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. • 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. • 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)	**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. Rainforest characteristics 2. Deforestation in rainforests 3. Why is the rainforest valuable 4. Why is the rainforests valuable cont. 5. Management of rainforests 6. Tropical rainforest documentary
Terminology	**Enrichment:** Educate students on the value of the forests and the need for them to be	**Careers Links:** Sustainability, Environmental Science

Biodiversity, commercial farming, debt reduction, deforestation, ecotourism, logging, mineral extraction, selective logging, soil erosion, subsistence farming, sustainability	protected. Understand individual responsibility for sustainable consumerism.	

Geography: Medium Term Overview

Year 10	Spring Term 1	Unit Title: cold environments	No of Lessons: 6
Overview/Intent	An overview of where cold environments are found in the world. An understanding of what life is like for the people that live there and how this life is under threat. What challenges there are living in cold environments and what opportunities they have.		
Assessment	DINT – Multiple Choice Questions - Exam style questions/homework tasks Assessment 2 – a test of all covered so far		

Essential Knowledge (what must students know):	**Essential Skills (what must students be able to demonstrate):**	**Lessons:**
• Cold environments (polar and tundra) have a range of distinctive characteristics. • Development of cold environments creates opportunities and challenges. • Cold environments are at risk from economic development.	**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. Cold environment characteristics 2. Cold environments case study 3. Challenges of development in Svalbard 4. Cold environments under threat 5. Managing cold environments 6. Cold environments documentary
Terminology Biodiveristy, fragile environment, infrastructure, mineral extraction, permafrost, polar, tundra, wilderness area,	**Enrichment:** Appreciate the distinctive landscape of the cold environments and be aware of the challenges these locations face.	**Careers Links:** Sustainability, Environmental Science, tourism

Geography: Medium Term Overview

Year 10	Spring term 1	Unit Title: UK landscape	No of Lessons: 1
Overview/Intent **Assessment**	This topic explores the processes that have formed the distinctive landscapes and relief of the UK..		

Essential Knowledge (what must students know):	**Essential Skills (what must students be able to demonstrate):**	**Lessons:**
• The UK has a range of diverse landscapes.	**Students will be able to:** • Photo analysis, including aerial photos • 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	1. UK's physical landscapes and relief
Terminology Landscape	**Enrichment:**	**Careers Links:** Land use planning, flood risk analyst, environment agency, ecologist, .

Geography: Medium Term Overview

Year 10	Spring term 2	Unit Title: coastal landscapes	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 at the coast		
Assessment	DINT – Multiple Choice Questions - Exam style questions/homework tasks		

Essential Knowledge (what must students know):

- The coast is shaped by a number of physical processes.
- Distinctive coastal landforms are the result of rock type, structure and physical processes.
- Different management strategies can be used to protect coastlines from the effects of physical processes.

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

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

Lessons:

1. Waves
2. Weathering and massmovement
3. Processes
4. Erosion landforms
5. Depositional landforms
6. Depositional landforms cont.
7. Landforms castudy
8. management
9. management casestudy

Terminology

Abrasion, arch, attrition, bar, beach, beach nourishment, beach reprofiling, cave, chemical weathering, cliff, deposition, dune regeneration, erosion, gabion, groyne, hard engineering, headlands and bays, hydraulic power, longshore drift, managed retreat, mass movement, mechanical weathering, rock armour, sand dune, sea wall, sliding, slumping, soft engineering, spot, stack, transportation, wave cut platform, waves

Enrichment:

Careers Links:

Land use planning, flood risk analyst, environment agency, ecologist, .

Geography: Medium Term Overview

Year 10	Spring term 2	Unit Title: river landscapes	No of Lessons: 8
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 at rivers.		
Assessment	DINT – Multiple Choice Questions - Exam style questions/homework tasks		

Essential Knowledge (what must students know):

- The shape of river valleys changes as rivers flow downstream.
- Distinctive fluvial landforms result from different physical processes.
- Different management strategies can be used to protect river landscapes from the effects of flooding.

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

Students will be able to:

- Photo analysis, including aerial photos
- Draw diagrams of river landforms and processes
- Recognise river features and landforms from photographs
- Interpret maps and data
- Recognise change over time using satellite images
- Make effective use of the resource material

Lessons:

1. Changes in river valleys
2. Fluvial river processes
3. Erosion landforms
4. Erosional and depositional landforms
5. Landforms case study
6. River flooding
7. River management
8. Managing case study

Terminology

Abrasion, attrition, cross profile, dam and reservoir, discharge, embankments, estuary, flood, flood plain, flood plain zoning, flood relief channels, flood risk, flood warning, fluvial processes, gorge, hard engineering, hydraulic action, hydrograph, interlocking spurs, lateral erosion, levees, long profile, meander, ox-bow lake, precipitation, saltation, soft engineering, solution, channel straightening, suspension, traction, vertical erosion, waterfall.

Enrichment:

Careers Links:

Land use planning, flood risk analyst, environment agency, ecologist

Geography: Medium Term Overview

Year 10	Summer term 1	Unit Title: The changing UK economy	No of Lessons: 7
Overview/Intent	This topic explores the how the economy of the UK has changed over time and how the development of sciences parks, business park s has appeared. A focus on the management of UK transport and how the north/south divide is an issue for economic growth.		
Assessment	DINT – Multiple Choice Questions - Exam style questions/homework tasks		

Essential Knowledge (what must students know):	**Essential Skills (what must students be able to demonstrate):**	**Lessons:**
• Major changes in the economy of the UK have affected and will continue to affect employment patterns and regional growth.	**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	1. Changing UK economy 2. Post indiustrial economy 3. Environmental impact of industry 4. Changing rural landscapes in UK 5. Changing transport infrastructure 6. North south divide 7. UK in wider world
Terminology Birth rate, commonwealth, death rate, de-industrialisation, demographic transition model, development, development gap, European Union, fairtrade, globalisation, gross national income (GNI), human development index (HDI), industrial structure, infant mortality, information technologies, intermediate technology, international aid, life expectancy, microfinance loans, north-south divide, post industrial economy, science and business parks, service industries, trade, transnational corporation,	**Enrichment:**	**Careers Links:** demographics, data analyst, working with NGO's, politics.

Geography: Medium Term Overview

Year 10	Summer term 2	Unit Title: Rivers fieldwork	No of Lessons: 4
Overview/Intent	Students need to undertake two geographical enquiries, each of which must include the use of primary data, collected as part of a fieldwork exercise. Students will be expected to have an understanding of the following aspects of the process of geographical enquiry: • Suitable question for geographical enquiry • Selecting, measuring and recording data appropriate to the chosen enquiries • Selecting appropriate ways of processing and presenting fieldwork data • Describing, analysing and explaining fieldwork data • Reaching conclusions • Evaluation of geographical enquiry.		
Assessment	DINT – Multiple Choice Questions - Exam style questions/homework tasks Year 10 mock (all Paper 1 topics)		

Essential Knowledge (what must students know):	**Essential Skills (what must students be able to demonstrate):**	**Lessons:**
• River landscapes – cross profiles • River landscapes – bedload	**Students will be able to:** • Photo analysis, including aerial photos • Read tables, graphs and maps for information • Analyse data e.g. mean, median, mode,	1. Context of the location and what the question is 2. Collecting the data 3. Presenting and analysing data 4. Drawing conclusions and evaluation.

Terminology	**Enrichment:**	**Careers Links:** Land use planning, flood risk analyst, environment agency, ecologist

Geography: Medium Term Overview

Year 11	Autumn term 1	Unit Title: the urban world	No of Lessons: 7
Overview/Intent	An understanding of the challenges and opportunities that urban areas have with a focus on an NEE and how they are attempting to remove and reduce some of the challenges.		
Assessment	DINT – Multiple Choice Questions - Exam style questions/homework tasks		

Essential Knowledge (what must students know):	**Essential Skills (what must students be able to demonstrate):**	**Lessons:**
• A growing percentage of the world's population lives in urban areas. • Urban growth creates opportunities and challenges for cities in LICs and NEEs.	**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	1. An urban world 2. Megacities 3. Introducing Rio 4. Opportunities in Rio 5. Challenges managing services in Rio 6. Challenges on Rio 7. Improving urban poor Rio
Terminology Brown field site, dereliction, economic opportunities, greenfield site, inequalities, integrated transport systems, mega-cities, migration, natural increase, pollution, rural-urban fringe, sanitation, social deprivation, social opportunities, squatter settlement, sustainable urban living, traffic congestion, urban greening, urbanisation, urban regeneration, urban sprawl, waste recycling	**Enrichment:** Learning about historic links between Brazil and the UK. Exposure to cultural diversity.	**Careers Links:** demographics, data analyst, working with NGO's, politics.

Geography: Medium Term Overview

Year 11	Autumn term 1	Unit Title: Rural fieldwork	No of Lessons: 4

Overview/Intent

Students need to undertake two geographical enquiries, each of which must include the use of primary data, collected as part of a fieldwork exercise.

Students will be expected to have an understanding of the following aspects of the process of geographical enquiry:

- Suitable question for geographical enquiry
- Selecting, measuring and recording data appropriate to the chosen enquiries
- Selecting appropriate ways of processing and presenting fieldwork data
- Describing, analysing and explaining fieldwork data
- Reaching conclusions
- Evaluation of geographical enquiry.

Assessment

DINT – Multiple Choice Questions - Exam style questions/homework tasks

Essential Knowledge (what must students know):	**Essential Skills (what must students be able to demonstrate):**	**Lessons:**
• Tourism and rural areas	**Students will be able to:** • Photo analysis, including aerial photos • Read tables, graphs and maps for information • Analyse data e.g. mean, median, mode,	1. Context of the location and what the question is 2. Collecting the data 3. Presenting and analysing data 4. Drawing conclusions and evaluation.
Terminology	**Enrichment:**	**Careers Links:** Land use planning, flood risk analyst, environment agency, ecologist

Geography: Medium Term Overview

Year 11	Autumn term 1	Unit Title: 2 urban change in the UK	No of Lessons: 7
Overview/Intent	An understanding of how a UK city has opportunities and challenges that must be over come and the approaches that a UK city has taken to over come these challenges.		
Assessment	DINT – Multiple Choice Questions - Exam style questions/homework tasks		

Essential Knowledge (what must students know):	**Essential Skills (what must students be able to demonstrate):**	**Lessons:**
• Urban change in cities in the UK leads to a variety of social, economic and environmental opportunities and challenges.	**Students will be able to:** • Recognise patterns in data • Calculate mean, median, mode, % change, range, totals	1. Where do people live in the UK? 2. Introducing Bristol. 3. Opportunities in Bristol 4. Opportunities in Bristol cont. 5. Challenges in Bristol 6. Challenges in Bristol cont. 7. Urban regeneration in Bristol
Terminology Brown field site, dereliction, economic opportunities, greenfield site, inequalities, integrated transport systems, mega-cities, migration, natural increase, pollution, rural-urban fringe, sanitation, social deprivation, social opportunities, squatter settlement, sustainable urban living, traffic congestion, urban greening, urbanisation, urban regeneration, urban sprawl, waste recycling	**Enrichment:** Learning about historic links between Brazil and the UK. Exposure to cultural diversity.	**Careers Links:** demographics, data analyst, working with NGO's, politics.

Geography: Medium Term Overview

Year 11	Autumn term 2	Unit Title: sustainable urban development	No of Lessons: 2
Overview/Intent	An understanding of the need to plan for sustainability in cities so that they are viable now and in the future so that needs are met of all people who live there. An understanding of how traffic can be managed in a city.		
Assessment	DINT – Multiple Choice Questions - Exam style questions/homework tasks		

Essential Knowledge (what must students know):	**Essential Skills (what must students be able to demonstrate):**	**Lessons:**
• Urban sustainability requires management of resources and transport.	**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 Create a sketch map of Mumbai to show its structure Annotate photographs	1. Planning for urban sustainability 2. Sustainable traffic management
Terminology Brown field site, dereliction, economic opportunities, greenfield site, inequalities, integrated transport systems, mega-cities, migration, natural increase, pollution, rural-urban fringe, sanitation, social deprivation, social opportunities, squatter settlement, sustainable urban living, traffic congestion, urban greening, urbanisation, urban regeneration, urban sprawl, waste recycling	**Enrichment:** sustainability	**Careers Links:** Land use planning, building design, data analyst, sustainability

Geography: Medium Term Overview

Year 11	Autumn term 2	Unit Title: The development gap	No of Lessons: 8
Overview/Intent	An understanding of the need to plan for sustainability in cities so that they are viable now and in the future so that needs are met of all people who live there. An understanding of how traffic can be managed in a city.		
Assessment	DINT – Multiple Choice Questions - Exam style questions/homework tasks Year 11 mock		

Essential Knowledge (what must students know):	**Essential Skills (what must students be able to demonstrate):**	**Lessons:**
• There are global variations in economic development and quality of life. • Various strategies exist for reducing the global development gap.	**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 Annotate photographs	1. Our unequal world 2. Measuring development 3. Demographic transition model and changing population structures. 4. Causes of uneven development 5. Uneven development – wealth and health, international migration 6. Reducing the development gap 7. Reducing the gap – aid, fairtrade, debt relief and loans 8. Reducing the gap example - tourism
Terminology Birth rate, commonwealth, death rate, de-industrialisation, demographic transition model, development, development gap, European Union, fairtrade, globalisation, gross national income (GNI), human development index (HDI), industrial structure, infant mortality, information technologies, intermediate technology, international aid, life expectancy, microfinance loans, north-south divide, post industrial economy, science and business parks, service industries, trade, transnational corporation,	**Enrichment:** Understanding the gap in development and how this impacts peoples lives.	**Careers Links:** Charities, demographics, data analyst, working with NGO's, politics.

Geography: Medium Term Overview

Year 11	Spring term 1	Unit Title: Nigeria: an NEE	No of Lessons: 8
Overview/Intent	An understanding of how Nigeria has begun to develop. How its economic structure has changed, the impact of transnational corporations, the wider world and international aid on helping the country to develop. A focus on how it is juggling its development whilst not destroying the environment.		
Assessment	DINT – Multiple Choice Questions - Exam style questions/homework tasks Year 11 assessment 2		

Essential Knowledge (what must students know):	**Essential Skills (what must students be able to demonstrate):**	**Lessons:**
• Various strategies exist for reducing the global development gap. • Some LICs or NEEs are experiencing rapid economic development which leads to significant social, environmental and cultural change.	**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 Annotate photographs	1. Exploring Nigeria 2. Exploring Nigeria cont. 3. Balancing a changing industrial structure 4. Impacts of transnational corporations 5. Nigeria in the wider world 6. The impacts of international aid 7. Managing environmental issues 8. Quality of life in Nigeria
Terminology Birth rate, commonwealth, death rate, de-industrialisation, demographic transition model, development, development gap, European Union, fairtrade, globalisation, gross national income (GNI), human development index (HDI), industrial structure, infant mortality, information technologies, intermediate technology, international aid, life expectancy, microfinance loans, north-south divide, post industrial economy, science and business parks, service industries, trade, transnational corporation,	**Enrichment:** Understanding the gap in development and how this impacts peoples lives.	**Careers Links:** Charities, demographics, data analyst, working with NGO's, politics.

Geography: Medium Term Overview

Year 11	Spring term 1	Unit Title: resource management	No of Lessons: 4
Overview/Intent	An understanding of how resources are managed in the UK including an overview of water, food and energy.		
Assessment	DINT – Multiple Choice Questions - Exam style questions/homework tasks		

Essential Knowledge (what must students know):	**Essential Skills (what must students be able to demonstrate):**	**Lessons:**
• Food, water and energy are fundamental to human development • The changing demand and provision of resources in the UK creates opportunities and challenges.	**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 Annotate photographs	1. The global distribution of resources 2. Provision of food in the UK 3. Provision of water in the UK 4. Provision of energy in the UK
Terminology Agribusiness, carbon footprint, energy mix, food miles, local food sourcing, organic produce, resource management	**Enrichment:** Understanding the need to manage resources carefully	**Careers Links:** Charities, demographics, data analyst, working with NGO's, politics.

Geography: Medium Term Overview

Year 11	Spring term 2	Unit Title: food management	No of Lessons: 6
Overview/Intent	An understanding of how resources are managed in the UK including an overview of water, food and energy.		
Assessment	DINT – Multiple Choice Questions - Exam style questions/homework tasks		

Essential Knowledge (what must students know):	**Essential Skills (what must students be able to demonstrate):**	**Lessons:**
• Demand for food resources is rising globally but supply can be insecure, which may lead to conflict. • Different strategies can be used to increase food supply.	**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 Annotate photographs	1. Global food supply 2. Factors affecting food supply 3. Impacts of food insecurity 4. Increasing food supply 5. The Indus basin irrigation system 6. Sustainable food production
Terminology Aeroponics, biotechnology, famine, food insecurity, hydroponics, irrigation, permaculture, sustainable development, sustainable food supply, the new green revolution, undernutrition, urban farming	**Enrichment:** Understanding the need to manage resources carefully	**Careers Links:** Charities, demographics, data analyst, working with NGO's, politics.

Geography: Medium Term Overview

Year 11	Spring term 2	Unit Title: pre-release	No of Lessons: 6
Overview/Intent	An focus on the pre-release material that the exam issues based on an issue evaluation – this issue changes every year. This section contributes a critical thinking and problem-solving element to the assessment structure. The assessment will provide students with the opportunity to demonstrate geographical skills and applied knowledge and understanding by looking at a particular issue(s) derived from the specification using secondary sources. The issue(s) will arise from any aspect of the compulsory subject content, but may extend beyond it through the use of resources in relation to specific unseen contexts. This section is synoptic and the assessment will require students to use their learning of more than one of the themes in units 3.1 and 3.2 so that they can analyse a geographical issue at a range of scales, consider and select a possible option in relation to the issue(s) and justify their decision. A resource booklet will be available twelve weeks before the date of the exam so that students have the opportunity to work through the resources, enabling them to become familiar with the material. Students will not be allowed to take the original resource booklet into the exam room but will be issued with a clean copy in the exam. Sources could include maps at different scales, diagrams, graphs, statistics, photographs, satellite images, sketches, extracts from published materials, and quotes from different interest groups.		
Assessment	DINT – Multiple Choice Questions - Exam style questions/homework tasks		

Essential Knowledge (what must students know):	**Essential Skills (what must students be able to demonstrate):**	**Lessons:**
• Examples already published in sample papers: • Urban issues and challenges	**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 Annotate photographs	1. To be confirmed once pre-release is confirmed
Terminology	**Enrichment:**	**Careers Links:**

Geography: Medium Term Overview JSM

Year 12	Autumn term 1 and 2	Unit Title: Tectonic processes and hazards	No of Lessons:
Overview/Intent	Tectonic hazards – earthquakes, volcanic eruptions and secondary hazards such as tsunamis – represent a significant risk in some parts of the world. This is especially the case where active tectonic plate boundaries interact with areas of high population density and low levels of development. Resilience in these places can be low, and the interaction of physical systems with vulnerable populations can result in major disasters. An in-depth understanding of the causes of tectonic hazards is key to both increasing the degree to which they can be managed, and putting in place successful responses that can mitigate social and economic impacts and allow humans to adapt to hazard occurrence.		
Assessment	DINT/past exam questions/ homework booklets Assessment 1 for Year 12 (will have a mix of A Level and AS Level questions as the full course hasn't been covered yet.		

Essential Knowledge (what must students know):	**Essential Skills (what must students be able to demonstrate):**	**Lessons:**
1.1 The global distribution of tectonic hazards can be explained by plate boundary and other tectonic processes. **1.2** There are theoretical frameworks that attempt to explain plate movements. **1.3** Physical processes explain the causes of tectonic hazards. **1.4** Disaster occurrence can be explained by the relationship between hazards, vulnerability, resilience and disaster. **1.5** Tectonic hazard profiles are important to an understanding of contrasting hazard impacts, vulnerability **1.6** Development and governance are important in understanding disaster impact and vulnerability and resilience. **1.7** Understanding the complex trends and patterns for tectonic disasters helps explain differential impacts. **1.8** Theoretical frameworks can be used to understand the predication, impact and management of tectonic hazards. **1.9** Tectonic hazard impacts can be managed by a variety of mitigation and adaptation strategies, which vary in their effectiveness.	**Students will be able to:** Students should practise describing distribution from such maps. Calculate spearman's rank, mean, median, interquartile range, T- test, draw line of best on graphs Read line graphs, pie charts, bar charts Annotate photographs	1. Global distribution of tectonic hazards 2. Theory of plate movement 3. Why locations are more at risk 4. Hazards – tectonics 5. Hazard versus disaster 6. Contrasting natural hazards 7. Hazard profiles 8. Data analysis spearmans rank 9. Governnane 10. Goivernance cont. 11. Is the world more dangerous? 12. Mega disatsers 13. EL Nino/La Nina 14. Multiple hazard zones 15. Hazard management and Parks model 16. Managaed hazards mitigation and adaptation 17. key players in managing loss.

Terminology	**Enrichment:**	**Careers Links:**
Ash, asthenosphere, Benioff zone, collision plate boundary, community adaptation, community preparedness, conservative plate boundary, constructive plate boundary, convection currents, convergent plate boundary, crustal fracturing, epicentre, focal depth, focus, geological structure, hazard management cycle, hazard profile, hazard-response curve, hot spot, hydrometeorological hazards, intra-plate earthquakes, L waves, lahar, land use zoning, landslide, lava flow, liquefaction, lithosphere, magnitude, mass movement, mega-disaster, Mercalli scale, mitigation, modify loss, modify the event, modify vulnerability, moment magnitude scale (MMS), multiple hazard zone, natural hazard, P waves, palaeomagnetism, park model, pressure and release model, rapid onset, resilience, S waves, sea floor spreading, slab pull, slow onset, sub-aerial processes, subduction zone, transform fault, volcanic explosivity index, water column displacement	Educate students on the value of the planet through the use of video clips and showing how different parts of the world adapt and how important the wealth of countries are in managing their hazards and protecting their communities.	Geologist, volcanologist, land surveyor, town planning

Geography: Medium Term Overview RZA

Year 12	Autumn term 1 and 2	Unit Title: Dynamic Places, Topic 3: Globalisation	No of Lessons: 20

Overview/Intent

Globalisation and global interdependence continue to accelerate, resulting in changing opportunities for businesses and people. Inequalities are caused within and between countries as shifts in patterns of wealth occur. Cultural impacts on the identity of communities increase as flows of ideas, people and goods take place. Recognising that both tensions in communities and pressures on environments are likely, will help players implement sustainable solutions.

EQ1: What are the causes of globalisation and why has it accelerated in recent years?
EQ2: What are the impacts of globalisation for countries, different groups of people and cultures and the physical environment?
EQ3: What are the consequences of globalisation for global development and the physical environment, and how should different players respond to its challenges?

Assessment

DINT/past exam questions/ homework booklets
Assessment 1 for Year 12 (will have a mix of A Level and AS Level questions as the full course hasn't been covered yet.

Essential Knowledge (what must students know):

3.1 Globalisation is a long-standing process which has accelerated because of rapid developments in transport, communications and businesses.

3.2 Political and economic decision making are important factors in the acceleration of globalisation.

3.3 Globalisation has affected some places and organisations more than others.

3.4 The global shift has created winners and losers for people and the physical environment.

3.5 The scale and pace of economic migration has increased as the world has become more interconnected, creating consequences for people and the physical environment.

3.6 The emergence of a global culture, based on western ideas, consumption, and attitudes towards the physical environment, is one outcome of globalisation.

3.7 Globalisation has led to dramatic increases in development for some countries, but also widening development gap extremities and disparities in environmental quality.

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

Students will be able to:

(1) Use of proportional flow lines showing networks of flows.
(2) Ranking and scaling data to create indices
(3) Analysis of human and physical features on maps to understand lack of connected-ness.
(4) Use of population, deprivation and land-use data sets to quantify the impacts of deindustriali-sation.
(5) Use of proportional flow arrows to show global movement of migrants from source to host areas.
(6) Analysis of global TNC and brand value data sets to quantify the influence of western brands.

Lessons:

1. Defining globalisation
2. Developments in transport, technology and trade – the 'shrinking world' concept
3. The role of international political and economic organisations in globalisation
4. The role of national governments in globalisation
5. The spread of globalisation to new economic regions
6. Measuring degrees of globalisation
7. TNCs as key players in globalisation
8. Reasons why places remain 'switched off' from globalisation.
9. The economic global shift
10. Environmental problems of globalisation

3.8 Social, political and environmental tensions have resulted from the rapidity of global change caused by globalisation. **3.9** Ethical and environmental concerns about unsustainability have led to increased localism and awareness of the impacts of a consumer society.	(7) Critical use of World Bank and United Nations (UN) data sets to analyse trends in human and economic development including the use of line graphs, bar charts and trend lines. (8) Plotting Lorenz curves and calculating the Gini Coefficient.	11. Impacts of deindustrialisation in developed regions 12. The growth of mega-cities 13. International migration and the creation of global hubs 14. Costs and benefits of migration 15. The spread of a global culture 16. Impact of cultural erosion 17. Impact of globalisation on development 18. Social tensions created by globalisation 19. Attempts to control globalisation Local and global strategies to reduce impacts of globalisation
Terminology Globalisation Flow Commodities Interdependence Containerisation Shrinking world Time-space compression, Free trade, FDI, IMF, WB Free market, Economic liberalisation, Privatisation, Tariff, Quota Start-ups, Offshoring, Outsourcing, **Glocalisation,** Deindustrialisation Dereliction, Deprivation, Push factor, Pull factor, Rural-urban migration Megacity, Hub city, Elite migration, Low-wage migration, Host location Brain drain, Brawn drain, Remittance, Xenophobia Brand, Westernised Global culture, Glocalisation, Cultural diffusion, Human Development Index Gender Inequality Index, Income inequality, Lorenz curve, Gini Coefficient Open borders, Deregulation, Diaspora, Extremism, First Nations, Localism Transition Town, Sustainability	**Enrichment:** Opportunity to attend GA lectures at Staffordshire University each month	**Careers Links:** UN Development/NGO workers Politicians City Planners

Geography: Medium Term Overview JSM

Year 12	Spring term 1 and 2 Summer term 1	Unit Title: Coastal landscapes	No of Lessons: 20
Overview/Intent	Coastal landscapes develop due to the interaction of winds, waves and currents, as well as through the contribution of both terrestrial and offshore sources of sediment. These flows of energy and variations in sediment budgets interact with the prevailing geological and lithological characteristics of the coast to operate as coastal systems and produce distinctive coastal landscapes, including those in rocky, sandy and estuarine coastlines. These landscapes are increasingly threatened from physical processes and human activities, and there is a need for holistic and sustainable management of these areas in all the world's coasts. Study must include examples of landscapes from inside and outside the UK.		
Assessment	DINT/past exam questions/ homework booklets Assessment 2 for Year 12 (will have a mix of A Level and AS Level questions as the full course hasn't been covered yet.		

Essential Knowledge (what must students know):	**Essential Skills (what must students be able to demonstrate):**	**Lessons:**
2B.1 The coast, and wider littoral zone, has distinctive features and landscapes. **2B.2** Geological structure influences the development of coastal Landscapes at a variety of scales. **2B.3** Rates of coastal recession and stability depend on lithology and other factors. **2B.4** Marine erosion creates distinctive coastal landforms and contributes to coastal landscapes. **2B.5** Sediment transport and deposition create distinctive landforms and contribute to coastal landscapes. **2B.6** Subaerial processes of mass movement and weathering influence Coastal landforms and contribute to coastal landscapes. **2B.7** Sea level change influences coasts on different timescales. **2B.8** Rapid coastal retreat causes threats to people at the coast. **2B.9** Coastal flooding is a significant and increasing risk for some coastlines. **2B.10** Increasing risks of coastal recession and coastal flooding have Serious consequences for affected communities. **2B.11** There are different approaches to managing the risks associated with coastal recession and flooding. **2B.12** Coastlines are now increasingly managed by holistic integrated coastal zone management (ICZM).	**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. Types of coast 2. Geologoical structure 3. Fieldsketches 4. Fieldwork research ICT task 5. Rock types 6. Submergent emergent coasts 7. Waves 8. Sand dunes 9. Erosion 10. Erosion cont. 11. Transportation and deposition 12. Mass movement 13. Sea level change 14. Alexandria 15. Holderness Coast 16. Bangladesh 17. Hard engineering

		18. Holderness management 19. Sustainable management 20. ICZM
Terminology Lithology, morphology, submergent coast, emergent coast, concordant, discordant, proxy records, geomorphology, sedimentary rock, igneous rock, metamorphic rock, basalt, unconsolidated, permeable, impermeable, recession rate, temporal, hydraulic action, attriction, corrosion, abrasion, sediment cell, dynamic equilibrium, succession, longshore drift, tombolo, cuspate forelands, rotational slump, mass movement, rotational scars, talus screes, terraced cliff profiles.	**Enrichment:**	**Careers Links:** Land use planning, flood risk analyst, environment agency, ecologist,

Geography: Medium Term Overview RZA

Year 12	Spring term 1 and 2 Summer term 1	Unit Title: Dynamic Places Unit 4 Regenerating Places	No of Lessons: 24

Overview/Intent

Local places vary economically and socially with change driven by local, national and global processes. These processes include movements of people, capital, information and resources, making some places economically dynamic while other places appear to be marginalised. This creates and exacerbates considerable economic and social inequalities both between and within local areas. Urban and rural regeneration programmes involving a range of players involve both place making (regeneration) and place marketing (rebranding).

Regeneration programmes impact variably on people both in terms of their lived experience of change and their perception and attachment to places. The relative success of regeneration and rebranding for individuals and groups depends on the extent to which lived experience, perceptions, and attachments to places are changed.

Students will study Tunstall as a local place in order to look at economic change and social inequalities. They will then put this local place in context in order to understand how regional, national, international and global influences have led to changes there. They will then study one further contrasting place, Cornall or Liverpool, through which they will develop their wider knowledge and understanding about how places change and are shaped.

Enquiry question 1: How and why do places vary? An in-depth study of the local place in which you live or study and one contrasting place.

Enquiry question 2: Why might regeneration be needed?

Enquiry question 3: How is regeneration managed?

Enquiry question 4: How successful is regeneration?

Assessment

Essential Knowledge (what must students know):

4A.1 Economies can be classified in different ways and vary from place to place.

4A.2 Places have changed their function and characteristics over time.

4A.3 Past and present connections have shaped the economic and social Characteristics of your chosen places.

4A.4 Economic and social inequalities changes people's perceptions of an area.

4A.5 There are significant variations in the lived experience of place and engagement with them.

4A.6 There is a range of ways to evaluate the need for regeneration.

4A.7 UK government policy decisions play a key role in regeneration.

4A.8 Local government policies aim to represent areas as being attractive for inward investment.

4A.9 Rebranding attempts to represent areas as being more attractive by changing public perception of them.

4A.10 The success of regeneration uses a range of measures: economic,

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

Students will be able to:

(1) Use GIS to represent data about place characteristics.

(2) Interpretation of oral accounts of the values and lived experiences of places from different interest groups and ethnic communities.

(3) Use of the Index of Multiple Deprivation (IMD) database to understand variations in levels and types of deprivation.

(4) Investigation of social media to understand how people relate to the places where they live.

(5) Testing of the strength of relationships through the use of scatter graphs and

Lessons:

1. Classifying economies
2. Inequalities in pay
3. Changing functions and demographics
4. Demographic characteristics
5. Local and regional influences which shape place
6. Nation and global influences which shape place
7. Local area change
8. Successful places
9. Less successful places
10. Priorities for regeneration
11. Engagement in local communities

demographic, social and environmental. **4A.11** Different urban stakeholders have different criteria for judging the success of urban regeneration. **4A.12** Different rural stakeholders have different criteria for judging the success of rural regeneration.	Spearman's rank correlation. (6) Use of different newspaper sources to understand conflicting views about plans for regeneration. (7) Evaluation of different sources (music, photography, film, art, literature) and appreciation of why they create different representations and image of a local place. (8) Exploration of discursive / creative media sources to find out how place identity has been used as part of rebranding. (9) The interpretation of photographic and map evidence showing 'before and after' cross-sections of regenerated urban and rural places. (10) Interrogation of blog entries and other social media to understand different views of the success of regeneration projects.	12. Attachment to place 13. Conflicts in communities 14. Determining the need for regeneration 15. Regeneration and infrastructure 16. UK government decision making 17. Creating sympathetic business environments 18. Urban regeneration strategies 19. Rura; regeneration strategies 20. Rebranding and reimaging 21. Success of economic regeneration 22. Social progress and regeneration 23. Success in urban regeneration 24. Success in rural regeneration
Terminology Median, inequality, quality of life, gentrification, function, IMD, cumulative causation, cycle of decline, multiplier effect, sink estate, gated communities commuter villages, lived experience, studentification, infrastructure, rebranding, re-imaging, Levelling Up, regeneration, diversification, NIMBY,	**Enrichment:** Fieldwork opportunities to local place Hanley and contrasting place of Liverpool to examine the need for regeneration and how successful it has been.	**Careers Links:** Town planners Surveyors Politics Demographers Marketing

Geography: Medium Term Overview JSM AND RZA

Year 12	Summer term 2	Unit Title: NEA	No of Lessons: ?

Overview/Intent

Students are required to complete a minimum of **four** days of fieldwork. This fieldwork must relate to processes in **both** physical and human geography. It must also provide an introduction to the nature and process of a high-quality geographical enquiry. The fieldwork will enable students to develop skills that they can use in their independent investigation. Students may, but are not required, to use data collected in their four days' fieldwork as part of their independent investigation. However, it is also possible to carry out the independent investigation on a separate topic with new data collected.

Assessment

Creation of NEA

Essential Knowledge (what must students know):	**Essential Skills (what must students be able to demonstrate):**	**Lessons:**
The independent investigation must: • be based on a question or issue defined and developed by the student individually to address aims, questions and/or hypotheses relating to any of the compulsory or optional content • incorporate field data and/or evidence from field investigations, collected individually or in groups • draw on the student's own research, including their own field data and, if relevant, secondary data sourced by the student • require the student independently to contextualise, analyse and summarise findings and data • involve the individual drawing of conclusions and their communication by means of extended writing and the presentation of relevant data.	**Students will be able to:** Defines a question or issue relating to the compulsory or optional content. The student's investigation will incorporate fieldwork data (collected individually or as part of a group) and own research and/or secondary data. The student's report will evidence independent analysis and evaluation of data, presentation of data findings and extended writing.	
Terminology	**Enrichment:**	**Careers Links:**

Geography: Medium Term Overview JSM

Year 13	Autumn term 1 and 2	Unit Title: Water cycle and insecurity	No of Lessons: 18
Overview/Intent	Water plays a key role in supporting life on earth. The water cycle operates at a variety of spatial scales and also at short- and long-term timescales, from global to local. Physical processes control the circulation of water between the stores on land, in the oceans, in the cryosphere, and the atmosphere. Changes to the most important stores of water are a result of both physical and human processes. Water insecurity is becoming a global issue with serious consequences and there is a range of different approaches to managing water supply.		
Assessment	DINT/past exam questions/ homework booklets Assessment 1 for Year 13 (will have a mix year 1 and 2 questions		

Essential Knowledge (what must students know):

5.1 The global hydrological cycle is of enormous importance to life on earth
5.2 A drainage basin is an open system within the global hydrological cycle.
5.3 The hydrological cycle influences water budgets and river systems at a local scale.
5.4 Deficits within the hydrological cycle result from physical processes but can have significant impacts.
5.5 Surpluses within the hydrological cycle can lead to flooding, with Significant impacts for people.
5.6 Climate change may have significant impacts on the hydrological cycle globally and locally.
5.7 There are physical causes and human causes of water insecurity.
5.8 There are consequences and risks associated with water insecurity.
5.9 There are different approaches to managing water supply, some more sustainable than others

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

Students will be able to:

- Photo analysis, including aerial photos
- Outline the water cycle and its importance
- Interpret maps and data
- Recognise change over time using satellite images
- Make effective use of the resource material

Lessons:

1. Global hydrological cycle
2. Drainage basins
3. Water budget and river regimes
4. Hydrographs
5. Causes of drought
6. Human activity and drought
7. Hydrological cycle and flooding
8. Effects caused by flooding
9. Effects of climate change
10. Effects of climate change El Nino
11. Global mismatch of water
12. Water stress
13. Aral sea
14. Israel
15. California
16. China
17. Water management summary
18. Netflix documentary - explained

Terminology	**Enrichment:**	**Careers Links:**
Cryosphere, flux, orographic, evapotranspiration, relief, saturated overland flow, runoff, percolation, porosity, permeability, resilience, deficit, permafrost, hard engineering, monsoon, ENSO, meteorological, aquifer, water stress, salt water encroachment, physical water scarcity, economic scarcity, hydropolitics, trans-boundary water source, territorial sovereignty, territorial integrity.	Students explore that all parts of the world have different struggles with water – some too much some too little, some is denied and how the overcome this.	Politics, geopolitics, town planning, water management

Geography: Medium Term Overview RZA

Year 13	Autumn term 1 and 2	Unit Title: Superpowers	No of Lessons: 16

Overview/Intent

Superpowers can be developed by a number of characteristics. The pattern of dominance has changed over time. Superpowers and emerging superpowers have a very significant impact on the global economy, global politics and the environment. The spheres of influence between these powers are frequently contested, resulting in geopolitical implications.

Enquiry question 1: What are superpowers and how have they changed over time?
Enquiry question 2: What are the impacts of superpowers on the global economy, political systems and the global environment?
Enquiry question 3: What spheres of influence are contested by superpowers and what are the implications of this?

Assessment

Essential Knowledge (what must students know):

7.1 Geopolitical power stems from a range of human and physical characteristics of superpowers.

7.2 Patterns of power change over time and can be uni-, bi- or multi-polar.

7.3 Emerging powers vary in their influence on people and the physical environment, which can change rapidly over time.

7.4 Superpowers have a significant influence over the global economic system.

7.5 Superpowers and emerging nations play a key role in international decision making concerning people and the physical environment.
7.6 Global concerns about the physical environment are disproportionately influenced by superpower actions.

7.7 Global influence is contested in a number of different economic, environmental and political spheres.
7.8 Developing nations have changing relationships with superpowers with consequences for people and the physical environment.
7.9 Existing superpowers face ongoing economic restructuring, which challenges their power.

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

Students will be able to:

(1) Constructing power indexes using complex data sets, including ranking and scaling.
(2) Mapping past, present and future spheres of influence and alliances using world maps.
(3) Using graphs of world trade growth using linear and logarithmic scales.
(4). Mapping emissions and resource consumption using proportional symbols.
(5) Plotting the changing location of the world's economic centre of gravity on world maps.

Lessons:

(1) Definitions and characteristics of Superpowers
(2) Patterns of power change over time – British Empire
(3) Patterns of power change – Cold war era
(4) Patterns of power change – emerging countries – BRICS
(5) Development Theory
(6) Influence of Superpowers on the economy – IGO
(7) Influence of Superpowers on the economy – TNCS
(8) Role of Superpowers in internation decision making

	(6) Analysing future gross domestic product (GDP) using data from different sources.	(9) Superpowers and the environment (10) Emerging nations impact on the economy (11) Emerging nations impact on the environment (12) Tensions and conflicts created by Superpowers (13) Conflict created by China (14) Tensions in the Middle East (15) Changing relationships between nations (16) Superpower futures
Terminology Geostrategic, superpower, emerging power, regional power, colonialism, geopolitical, mulit-faceted, mechanisms of power, Emerging country, G20, Global environment, governance, Dependency Theory, Modernisation Theory, World Systems Theory, IGO, World Bank, IMF, WTO, WEF. Capitalism, TNCs Westernisation, globalisation, global police, UN, Interdependence, NATO, IPCC, NAFTA, EU, ASEAN, environmental degradation, carbon emissions,	**Enrichment:**	**Careers Links:** Diplomacy Internation relations Politics Data analyst

Geography: Medium Term Overview JSM

Year 13	Spring term 1 and 2	Unit Title: Carbon cycle and energy security	No of Lessons: 15
Overview/Intent	A balanced carbon cycle is important in maintaining planetary health. The carbon cycle operates at a range of spatial scales and timescales, from seconds to millions of years. Physical processes control the movement of carbon between stores on land, the oceans and the atmosphere. Changes to the most important stores of carbon and carbon fluxes are a result of physical and human processes. Reliance on fossil fuels has caused significant changes to carbon stores and contributed to climate change resulting from anthropogenic carbon emissions. The water and carbon cycles and the role of feedbacks in and between the two cycles, provide a context for developing an understanding of climate change. Anthropogenic climate change poses a serious threat to the health of the planet. There is a range of adaptation and mitigation strategies that could be used, but for them to be successful they require global agreements as well as national actions.		
Assessment	DINT/past exam questions/ homework booklets Assessment 2 for Year 13 (will have a mix year 1 and 2 questions mock		

Essential Knowledge (what must students know):	**Essential Skills (what must students be able to demonstrate):**	**Lessons:**
6.1 Most global carbon is locked in terrestrial stores as part of the long-term geological cycle (slow carbon cycle). **6.2** Biological processes sequester carbon on land and in the oceans on Shorter timescales (fast carbon cycle). **6.3** A balanced carbon cycle is important in sustaining other earth systems but is increasingly altered by human activities. **6.4** Energy security is a key goal for countries, with most relying on fossil fuels. **6.5** Reliance on fossil fuels to drive economic development is still the global norm. **6.6** There are alternatives to fossil fuels but each has costs and benefits. **6.7** Biological carbon cycles and the water cycle are threatened by human activity. **6.8** There are implications for human wellbeing from the degradation of the water and carbon cycles. **6.9** Further planetary warming risks large-scale release of stored carbon, requiring responses from different players at different scales.	**Students will be able to:** • Photo analysis, including aerial photos • Outline the carbon cycle and its importance • Interpret maps and data • Recognise change over time using satellite images • Make effective use of the resource material	1. Carbon cycle 2. The long geological carbon cycle 3. The fast geological carbon cycle 4. Natural greenhouse effect 5. How have human activities alters the carbon cycle 6. Distribution of global energy fossils 7. Roles of energy players 8. Fossil fuels – still the norm 9. Renewable energy costs and benefits 10. How have humans threatened the carbon cycle 11. Enhanced greenhouse effect 12. Implications for human well being 13. Affects on Arctic 14. Responses to climate change 15. Adaptation and mitigation

Terminology	**Enrichment:**	**Careers Links:**
Biofuel, biogeochemical, biomass, carbon cycle, carbon fluxes, carbon-neutral, carbon pathway, carbon store or sink, ecosystem productivity, energy mix, energy pathway, energy security, enhanced greenhouse effect, fluxes, ocean acidification, out-gassing, petagrams, phytoplankton, players, polluter pays principle, primary energy, primary producers, secondary energy, sequestration,	An understanding that the world is a delicate biome and that slight changes can have massive impacts on life	Climatology, town planners, politics

Geography: Medium Term Overview RZA

Year 13	Spring term 1 and 2	Unit Title: Health Human Rights and Development	No of Lessons: 20

Overview/Intent

Traditional definitions of development are based largely on economic measures but have been increasingly challenged by broader definitions based on environmental, social and political quality of life with many new measures used to record progress at all scales in human rights and human welfare. There are variations in the norms and laws of both national and global institutions that impact on decisions made at all scales, from local to global. These decisions lead to a wide range of geopolitical interventions via international and national policies, from development aid through to military campaigns.

The impact of geopolitical interventions on both human health and wellbeing and human rights is variable and contested, with some groups appearing to benefit disproportionately, which can lead to increasing inequalities and injustice.

EQ1: What is human development and why does it vary from place to place?
EQ2: Why do human rights vary from place to place?
EQ3: How are human rights used as arguments for political and military intervention?
EQ4: What are the outcomes of geopolitical interventions in terms of human development and human rights?

Assessment

Essential Knowledge (what must students know):

8A.1 Concepts of human development are complex and contested.

8A.2 There are notable variations in human health and life expectancy.

8A.3 Governments and International Government Organisations play a significant role in defining development targets and policies.

8A.4 Human rights have become important aspects of both international law and international agreements.

8A.5 There are significant differences between countries in both their definitions and protection of human rights.

8A.6 There are significant variations in human rights within countries, which are reflected in different levels of social development.

Key idea

8A.7 There are different forms of geopolitical intervention in defence of human rights.

8A.8 Some development is focused on improving both human rights and human welfare but other development has very negative environmental and cultural impacts.

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

Students will be able to:

(1) Comparison of different measurements of development using ranked data.

(2) Use of scatter graphs and correlation techniques to describe the relationship between health and life expectancy and other indicators of development.

(3) Use of proportional circles to show the relative size of government spending and the share of that spending devoted to welfare, health

Lessons:

1. Measures of human development
2. Different views of development
3. Global variations in human health
4. Variations of health within countries
5. Role of governments and IGOs in setting targets
6. IGO progress in meeting targets
7. Growth in Human Rights
8. Geneva Convention
9. Protection of human rights
10. Variation of rights between groups
11. Demand for equal rights
12. Geopolitical intervention to defend human rights

8A.9 Military aid and both direct and indirect. Military intervention are frequently justified in terms of human rights. **8A.10** There are several ways of measuring the success of geopolitical interventions. **8A.11** Development aid has a mixed record of success. **8A.12** Military interventions, both direct and indirect, have a mixed record of success.	and education across developing, emerging and developed nations. Use qualitative and quantitative indicators to derive an index of corruption and show this on global maps to compare variations in levels of corruption with types of government.	13. Western governments as custodians of human rights 14. Negative impacts of human rights development 15. Impact of aid 16. Military aid and intervention 17. Measuring the success of geopolitical interventions 18. Evaluating democracy 19. Relationship between development and aid 20. Short and long term impacts of military aid
Terminology GDP, Development, wealth, Happy Planet Index, development indicator, life expectancy, environmental quality, human rights, gender, equality, UN, UNESCO, sanitation, infant mortality, maternal mortality, poverty, inequality deprivation, IGO, democratic, totalitarian, dictatorship, Communist,	**Enrichment:**	**Careers Links:**

Geography: Medium Term Overview JSM AND RZA			
Year 13	**Summer term 1**	**Unit Title: Revision**	**No of Lessons:**
Overview/Intent **Assessment**	Various revision techniques and examination practise questions will be cover based on the Specification..		
<u>Essential Knowledge (what must students know):</u> •		**<u>Essential Skills (what must students be able to demonstrate):</u>** **Students will be able to:**	**Lessons:**
Terminology		**Enrichment:**	**Careers Links:**