



Geography Long-Term Plan 2020-2021



Humanities Vision:

The Humanities faculty at Willenhall E-ACT strive to create informed citizens who are able to create a sense of identity in our ever changing world. Our students will be made aware of cultural and spiritual diversity locally, nationally and globally through our subjects of Religious Education, History and Geography. They will develop transferable skills giving them the ability to evaluate evidence and reach informed judgements and express educated opinions.

Overall Curriculum Intent:

The study of Geography is not just about maps and knowing where countries are. It is about understanding the complexity and diversity of the world and how Geography can connect seemingly distant and vague topics together. Our curriculum reflects the overarching goals, principles and aims of our Willenhall curriculum. These are as follows:

- Our Geography curriculum at Willenhall E-ACT enables ALL students regardless of background and ability to excel and become confident and productive global citizens.
- We do this by providing a knowledge-rich, ambitious and engaging curriculum across all Key Stages.
- The geography curriculum aims to engage and inspire student's curiosity about the world by encouraging them to ask questions about the things they see around them. Through case studies and located examples students will develop an awareness of how Geography affects them.
- The curriculum allows students to deepen their knowledge of the interaction between physical and human processes and develop an understanding of key geographical concepts and issues.
- Through a range of topics which show the interdependence of human and physical geography and how the world is changing over time we aim to foster curiosity and fascination about the world and its people that will stay with students beyond their time at Willenhall E-ACT Academy.
- Students will be supported throughout the curriculum by developing their long-term memory and recall, which is done in a variety of ways which is consistent across all key stages.
- We have designed knowledge organisers for students to keep, each of them linked to a Medium-Term Plan and used in lessons and home learning (whereby students undertake two knowledge tests per topic).
- Every lesson begins with 'Do Now' activities, which focus on the retrieval of knowledge which is essential for this subject. Exit tickets and knowledge tests are used regularly to check student understanding and PLC formative and summative assessments are used to identify strengths, misconceptions and gaps in knowledge that are followed up with tailored reteach lessons.
- To encourage students to create links we use interleaving tasks across Key Stages. At KS4, we have embedded GCSE exam style questions with scaffolded support into our assessments to ensure that the curriculum has been learned and begin to embed the skills required for external examinations and beyond.

The skills that have been embedded in the geography curriculum can be applied within other subjects and provide a platform for future careers. In all key stages, students will interpret a range of sources of geographical information including maps, diagrams and aerial photographs. Students will use Geographical Information Systems (GIS) to view, analyse and interpret places and data developing their knowledge and understanding of the world.

Students will develop written and oral **communication**, independent research, **teamwork**, critical thinking, **problem solving** and analytical skills. These vital skills prepare students for their future as they are extremely valuable and transferrable in careers such as; teaching, journalism, civil service, climate activism, landscape surveying, town planning and nature/wildlife conservation to name a few.

KS3 Curriculum Intent/Rationale:

Students arrive to Willenhall E-ACT with varying knowledge of Geography which is why the Key Stage 3 curriculum begins by introducing the subject, consolidating basic geographical knowledge of the continents and oceans and developing students' map skills. This all provides a strong foundation for the rest of the geography curriculum. In Year 7 and 8, students' study one human and one physical geography topic and finish the year by studying a region to bring together the learning:

In Year 7 students' study 'Rivers' gaining knowledge of hydrology processes, how rivers shape the physical landscape and the ways in which we can try to manage and deal with flooding. Students then move onto 'Population and Urbanisation' which enables students to explore geographical theories and issues such as migration and population growth.

In Year 8, pupils study Geography two hours a week and a range of topics will be studied with students starting the year by looking at a regional study on the continent they live on through a study of 'Europe'. Pupils will then look at the 'Coast' and the formation of landforms associated with the coast. The vast majority of our students have not been to the coast but living on an island it is important to not only understand coastal processes but also the impacts of coastal change. Here, students start to explore how human and physical processes interact to influence and changes landscape. Another regional topic is undertaken on the 'Middle East' where pupils can consolidate their learning from the year but also develops concepts and issues studied in Year 7.

Using regional studies enables students to understand geographical similarities, differences and links between places and continues to enrich their locational knowledge and understanding. The final two topics of the year look at 'Restless Earth' and 'Africa' providing pupils with a rounded knowledge on how the earth is as it is now and how it may change in the future. 'Restless Earth' enables students to develop knowledge and understanding of tectonic hazards, a threat that we in the UK do not necessarily face but

hear about in the news on a regular basis. The 'Africa' topic provide more locational knowledge and how Africa is a continent made up of a number of different countries with various physical and human disparities which impacts on the diversity of the continent.

In Year 9, students study 'What impact do I have on the Land', 'Climate Change' and 'Geography of Crime'. 'What impact do I have on the Land' considers population now and in the future, exploring the number of the people on the world and the impact on the resources available. Pupils will also look briefly at the world of work and how the world is becoming smaller through looking at technology, globalisation and the role of TNC's. 'Climate Change' is an incredibly important issue and in order to become global citizens, students need to be aware of the issues and problems that we as humans are creating. Although crime and Geography seem like two irrelevant areas, this topic will enable students to explore how Geography is connected to everyday matters. Using examples on a local, national and international scale will enhance student engagement with geographical issues. Students will be learning new knowledge but creating synoptic links with topics they have studied in previous years.

The KS3 curriculum has been created to allow for all student to progress and achieve a high level of geographical knowledge and awareness of global issues regardless of whether students continue into KS4. It is rich in 'cultural capital' and the knowledge and understanding that students will need to support their understanding of other subject disciplines, develop as responsible and knowledgeable citizens and have an understanding of contemporary issues facing our world.

Term	Year 7	Year 8	Year 9
Autumn 1 and 2	<p align="center">Introduction to Geography through Maps and Graphs</p>	<p align="center">Europe</p>	<p align="center">What impact do I have on the land?</p>
	<p>Component 1: Introduction to Geography Students will learn the difference between human, physical and environmental geography.</p> <p>Component 2: Map Skills Students will learn skills to enable them to read different types of maps including OS maps. The map skills they will cover are compass directions, longitude and latitude, scale, map symbols, reading height and four-figure and six-figure grid references.</p> <p>Component 3: What graph is best? Identifying that there are different types of graphs which interpret different sets of data. To know what graph is best suited for which form or collection of data. Looking at both simple and complex graph presentation.</p> <p>Component 4: What is annotation? Using photographs to show geographical features. Annotations are detailed labels with an explanation of what is shown. They are important because they allow us to understand maps and photographs.</p>	<p>Component 1: Relationship of Europe with the rest of the world. Students will establish where the continent of Europe is in the rest of the world, including naming the countries of Europe. Pupils will look at the physical features of Europe and how these can affect European biomes.</p> <p>Component 2: What is the EU? Locating UK in relationship to other European countries – Using locational knowledge of the UK to the rest of Europe to be used as the foundation of why the UK was part of the EU. Evaluating BREXIT and why the UK wanted to leave – Pupils will use the knowledge they learnt in the previous lesson which will fund a debate on why the UK should either stay or leave the EU. Pupils to consider the ramifications of leaving the EU and how it may affect the country and maybe their future due to Brexit.</p> <p>Component 3: What tectonic activity affects Europe?</p>	<p>Component 1: Population of the world vs resources? Students will know the total population of the world and the rate of increase.</p> <p>Component 2: How can population be modelled? Pupils will know how the Demographic Transition Model (DTM) works and comparing each stage with information found in population pyramids.</p> <p>Component 3: What is population density? Knowledge of global population and how physical factors can restrict where people live.</p> <p>Component 4: How is ageing population affecting the world? Know some of the impacts that an ageing population can have on a country especially social, economic and political and research some of the solutions being adopted by countries.</p> <p>Component 5: Does the UK need more houses? Look at the causes of lack of housing stock in the UK and the social impacts for the future. Assess the response that the government is adopting to solve the problem.</p> <p>Component 6: How do people work in the UK?</p>

	<p>Skills and Concepts to be developed:</p> <ul style="list-style-type: none"> • Map skills • Numerical skills 	<p>Knowledge of the places in Europe that are affected by plate boundaries and why the UK has earthquake tremors. Pupils will look at two case studies in Iceland and Italy.</p> <p>Component 4: What is the significance of Eastern Europe? Pupils will look at how the break-up of the USSR has impacted on Europe. Students will assess the significance of Russia and its resources are used in Europe. Pupils will look at the growth of tourism in some Eastern European countries specifically Bulgaria.</p>	<p>Knowledge of the different categories of industry and where the majority of people in the UK work and a study an example of tourism and its importance economically to the country.</p> <p>Component 7: How does communication and transport affect people today? An introduction to the impact of technological advancements on transport and communication today.</p> <p>Component 8: Globalisation and the role of TNC's? Case study of MacDonald's and importance of globalisation.</p>
<p>Spring 1 and 2</p>	<p style="text-align: center;">Rivers</p> <p>Component 1: Water Cycle Students will learn how water is transferred from bodies of water, the atmosphere and the land.</p> <p>Component 2: Drainage Basin and River Course Students will learn the features of the river drainage and how a river changes along its course.</p> <p>Component 3: Fluvial Processes Students will learn how the four erosional processes, four transportation processes and deposition shape river landscapes. The four erosional processes are hydraulic action, abrasion, attrition and corrosion. The four transportation processes are traction, saltation, suspension and solution.</p> <p>Component 4: River Landforms Students will learn how fluvial processes create a number of landforms along the course of a river.</p> <p>Component 5: Flood Risk Students will learn the human and physical factors that affect flood risk along a river.</p> <p>Component 6: River Management Strategies Students will examine how soft and hard engineering strategies are used to manage flood risk and protect against erosion.</p> <p>Skills and Concepts to be developed:</p> <ul style="list-style-type: none"> • Map skills • Aerial photograph interpretation • GIS 	<p style="text-align: center;">Coasts</p> <p>Component 1: Waves The students will gain an understanding regarding the characteristics of waves.</p> <p>Component 2: Erosion Students will learn the four processes of coastal erosion which include hydraulic action, abrasion, attrition and corrosion. Alongside this, the students will look at weathering; more specifically at freeze-thaw weathering.</p> <p>Component 3: Landforms of Coastal Erosion The students will learn how the processes of erosion can create a number of landforms at the coast. These include headlands, bays, wave-cut platforms, arches, stacks, stumps and caves.</p> <p>Component 4: Landforms of Coastal Deposition The students will learn how process of coastal deposition can create a number of different landforms including, spits, bars, tombolos and lagoons. Students are introduced to longshore drift which plays a key role in our coastlines.</p> <p>Component 5: Coastal Management Strategies. Students will examine how soft and hard engineering strategies can protect the coastline.</p> <p>Skills and Concepts to be developed:</p> <ul style="list-style-type: none"> • Map skills • Aerial photograph interpretation • GIS 	<p style="text-align: center;">Climate Change</p> <p>Component 1: What is Climate Change? The students will receive an introduction on climate change, focusing on what it is and the science behind it.</p> <p>Component 2: Natural Climate Change and Evidence The students will learn how climate change occurs naturally and the subsequent evidence for the changes.</p> <p>Component 3: Human Causes and evidence of climate change The students will learn how humans have caused climate change and the subsequent evidence of our impact.</p> <p>Component 4: Consequences of Climate Change and Predictions Students will look at a number of predictions for future climate change. Leading on from this they will identify the consequences this will cause for people; focusing on a U.K and Bangladesh case study</p> <p>Component 5: What the Global Community can do Students will identify and explain the actions the world can take to limit and prevent climate change to a large extent.</p> <p>Skills and Concepts to be developed:</p> <ul style="list-style-type: none"> • Map skills • Aerial photograph interpretation • Problem Solving

- Problem Solving
- Analysis
- Hydrological Processes
- Interdependence

- Problem Solving
- Analysis
- Interdependence
- Coastal Processes

- Analysis
- Critical Thinking
- Interdependence
- Sustainability
- Risk

Middle East

Component 1: Location and Importance

Students will learn why the Middle East is important as well as its geographical location.

Component 2: Physical Geography and Climate

Students will learn the physical geography of the region and its climate

Component 3: Population Dynamics

Students will learn population pyramids, population distribution and migration in conjunction with the Middle Eastern countries

Component 4: Economy and Oil

Students will learn the importance of oil in enhancing and harming the economies of the respective countries

Component 5: Civil War and Unrest

Students will learn the recent conflicts that have taken place in the region whilst examining the cultural and historical aspects that have shaped the region.

Component 6: Yemen Case Study

Students will learn how Yemen is performing as an independent country in the Middle East.

Component 7: U.A.E Case Study

Students will learn how the U.A.E is performing as an independent country in the Middle East.

Skills and Concepts to be developed:

- Map skills
- Data interpretation
- Interdependence
- Analysis
- Critical Thinking
- Scale
- Place
- Development

	Population and Urbanisation	Restless Earth	Geography of Crime
<p>Summer 1 and Summer 2</p>	<p>Component 1: Distribution of the World’s Population The students will look at the distribution of the world’s population and the reasons for that distribution.</p> <p>Component 2: Population Models The students will learn about population by identifying how countries have different population structures depending on their development. This will involve looking at population pyramids and the Demographic Transition Model.</p> <p>Component 3: Impacts of Population Growth and Population Control The students will learn about the consequences of population growth and the ways in which countries have attempted to control population growth.</p> <p>Component 4: Reasons for Urbanisation and Rural-Urban Migration. Students will look at a number of reasons for why urban populations are increasing around the world.</p> <p>Component 5: Megacities and Slums Students will identify the distribution of megacities as well as the challenges and opportunities that come with rapid increases in population.</p> <p>Component 6: Sustainable Cities Students will learn about how cities can be more sustainable and the importance of this in accordance with climate change.</p> <p>Skills and Concepts to be developed:</p> <ul style="list-style-type: none"> • Data interpretation • Problem Solving • Analysis • Critical Thinking • Sustainability • Scale 	<p>Component 1: Structure of the Earth Students will learn about the structure of the Earth and the different layers.</p> <p>Component 2: Movement of Plate Students will learn how convection currents and slab pull have been used to explain the movement of plates.</p> <p>Component 3: Theory Students will learn the theory of plate tectonics and continental drift.</p> <p>Component 4: Type of Plate Boundaries Students will learn about the three different type of plate boundaries (conservative, divergent and convergent).</p> <p>Component 5: Earthquakes Students will learn what an earthquake is and what causes them to occur.</p> <p>Component 6: Volcanoes Students will learn about the features of a volcano and the characteristics of shield and composite volcanoes.</p> <p>Component 7: Case Studies Students will learn the impacts of tectonic hazards through case studies. They will look at the 2015 Nepal Earthquake and 2014 Mount Ontake volcanic eruption.</p> <p>Component 8: Managing Risk Students will learn how the risk of volcanic eruptions and earthquakes can be managed.</p> <p>Skills and Concepts to be developed:</p> <ul style="list-style-type: none"> • Map skills • Data interpretation • Interdependence • Analysis • Critical Thinking • Scale • Development • Risk 	<p>Component 1: Types of Crime and Place Students will learn how Geography and crime are connected. They will learn the different categories into which crime is classified and how the type of crime varies depending on place.</p> <p>Component 2: Responding to Crime Students will learn about the different strategies that can be used to prevent and reduce crime.</p> <p>Component 3: Local Crime Students will learn how local crime is recorded and how it affects local services. They will then look at how the conditions and Geography of London helped Jack the Ripper get away with murder.</p> <p>Component 4: National Crime Students will learn about national crime by looking at crime in the Amazon Rainforest.</p> <p>Component 5: International Crime Students will learn about international crime through two case studies Students will look at modern day piracy and how drugs get into the UK.</p> <p>Skills and Concepts to be developed:</p> <ul style="list-style-type: none"> • Data interpretation • Map skills • GIS • Problem Solving • Critical Thinking • Scale • Place • Globalisation • Risk

Africa

Component 1: Africa is not a Country

Students will learn about the common misconceptions and stereotypes that exist about Africa

Component 2: Physical and Human Features

Students will learn about different physical and human features of Africa and how to identify these on a map.

Component 3: Climate and Biomes

Students will learn how biomes and climate vary across the continent.

Component 4: Sahel Desertification

Students will learn the causes and consequences of desertification in the Sahel.

Component 5: Africa's Past

Students will learn how Africa's past has shaped its present. They will be studying the effects and legacy of colonialism and the slave trade.

Component 6: Population and Urbanisation

Students will look at the population distribution of Africa and the impacts of urbanisation within the continent.

Skills and Concepts to be developed:

- *Map skills*
- *Data interpretation*
- *Interdependence*
- *Analysis*
- *Critical Thinking*
- *Sustainability*
- *Scale*
- *Place*

KS4 Curriculum Intent/Rationale:

The Key Stage 4 curriculum follows the AQA GCSE specification 9-1 and comprises of a mix of areas of study which are assessed in three examinations in the summer of year 11. Paper 1 'Living with the Physical Environment', students must study the physical aspects of the earth we live on, identifying key physical processes that contribute to the natural landforms seen both globally and in the UK. The three topic areas that pupils study are the challenge of natural hazards, the Living world and Physical Landscapes in the UK where pupils add to the knowledge gained at Key Stage 3 looking in more depth at coasts and rivers. Students will be required to demonstrate geographical knowledge and understanding of concepts and how they relate to places, environments and processes as well as the inter-relationship. Pupils will be required to know case studies that they can refer to as evidence in their answers whether it be comparison of an earthquake in a LIC (Haiti 2010) and HIC (Kobe 1995), the potential of an atmospheric hazard with Typhoon Haiyan, extreme weather event in the UK looks at the Somerset floods and causes, effects and solutions to climate change for natural hazards; living world pupils have knowledge about the Peruvian/Brazilian tropical rainforest and the Thar desert for hot environments; and finally pupils learn about river management through knowledge around an example looking at Boscastle and coastal management through the example of the Holderness coast.

Paper 2, 'Challenges in the Human Environment', demands that students study key contemporary issues, but this time within the human environment looking at the topics: 'Urban Issues and Challenges', 'The Changing Economic World' and 'The Challenge of Resource Management' with a focus on food. The first topic identifies the challenges that urban areas face with the increase in population with a case study from a LIC in Mumbai and a HIC with Birmingham. Birmingham was chosen due to its locality to our students and our school. The students have some knowledge of the area and of Birmingham itself making it a good choice. Once again students will build on and consolidate knowledge from Key Stage 3 through the use of Mumbai, and finally in this section of the topic pupils will know how urban living can be made sustainable by looking at the example of Freiberg and Curitiba. The second topic identifies the way the world is changing economically both in the UK and globally. Pupils will know about development indicators and links to the demographic transition model and how these help categorise the development of the countries. Pupils will look at examples of how countries are trying to close the development gap and through analysis of a case study research the advantages and disadvantages of TNC's (transnational corporations) in LIC's. For the UK pupils will know the industrial shift that is occurring and how, in the future, the importance of sustainability will be considered. The final topic looks at the challenge that a growing global population is having on our resources especially water, energy and food. Firstly, pupils consider the impact of global resources and the imbalance between countries. Pupils will also consider the access of the UK to these resources and how any insecurities are dealt with in the country. Finally, pupils will focus on food looking at reasons for security and insecurity and assess the small and large examples studied in reducing food problems.

Paper 3, 'Geographical Applications and Skills' comprises of an issue evaluation, geographical skills and two fieldwork studies which are interwoven within the topics as mentioned above. The issue evaluation is provided twelve weeks before the paper is sat and includes a decision-making task which requires students to make effective use of, analyse and interpret the resource material provided in the examination. Students will be primarily assessed in their application of knowledge and understanding to interpret, analyse and evaluate geographical information and issues and to make judgements. The second part of the paper will test the key geographical skills that AQA deem important in producing a full rounded geographer. Students will perform fieldwork at Carding Mill Valley to investigate the characteristics of the river and in Birmingham where they will investigate the importance of Grand Central on the future of Birmingham City centre. During the fieldwork, students will need to showcase a number of skills; including map skills, data interpretation and analysis, problem solving, teamwork and communication. Students will be assessed in their understanding of knowledge of key concepts, application and understanding of geographical issues and be required to communicate on key findings from their fieldwork investigation.

In Ks4 pupils have three hours of lessons a week plus extended learning – this will include flip learning, retrieval practice and tasks that can alleviate misconceptions. During the completion of each unit pupils will undertake mid and end of unit assessments which along with DO NOW retrieval questions will ensure frequent assessment of pupils' knowledge and understanding. Any misconceptions will be dealt with in reteach lessons which will be completed after both mid and end of unit assessments, as well as continued revisiting through DO NOW's. All pupils have been signed up to Seneca, an online platform, to aid with revision alongside knowledge organisers for all units and a case study booklet.

Term	Year 10	Year 11
	Challenge of Natural Hazards	Challenge of Resource Management
	<p>Component 1: Natural hazards pose major risks to people and property. Students will know the definition of a natural hazard and the different types of natural hazard and the factors affecting these hazard risks.</p>	<p>Component 1: Food, water and energy are fundamental to human development. Students will know the significance of food, water and energy to economic and social well-being. An overview of global inequalities in the supply and consumption of resources.</p>
	<p style="text-align: center;">Tectonic Hazards</p> <p>Component 1: Earthquakes and volcanic eruptions are the result of physical processes. Pupils will know about plate tectonics theory and the global distribution of earthquakes and volcanic eruptions and their relationship to plate margins. Students will also know the physical processes taking place at different types of plate margin (constructive, destructive and conservative) that lead to earthquakes and volcanic activity.</p> <p>Component 2: The effects of, and responses to, a tectonic hazard vary between areas of contrasting levels of wealth. Students will know the primary and secondary effects of a tectonic hazard and what are the immediate and long-term responses to a tectonic hazard. Pupils will know two named examples to show how the effects and responses to a tectonic hazard vary between two areas of contrasting levels of wealth (LIC – Haiti 2010 and Kobe, Japan 1995).</p> <p>Component 3: Management can reduce the effects of a tectonic hazard. Students know the reasons why people continue to live in areas at risk from a tectonic hazard and how monitoring, prediction, protection and planning can reduce the risks from a tectonic hazard.</p>	<p>Component 2: The changing demand and provision of resources in the UK create opportunities and challenges. Students will have an overview of resources in relation to the UK.</p> <p>Food:</p> <ul style="list-style-type: none"> • the growing demand for high-value food exports from low income countries and all-year demand for seasonal food and organic produce • larger carbon footprints due to the increasing number of ‘food miles’ travelled, and moves towards local sourcing of food • the trend towards agribusiness. <p>Water:</p> <ul style="list-style-type: none"> • the changing demand for water • water quality and pollution management • matching supply and demand – areas of deficit and surplus • the need for transfer to maintain supplies. <p>Energy: • the changing energy mix – reliance on fossil fuels, growing significance of renewables</p> <ul style="list-style-type: none"> • reduced domestic supplies of coal, gas and oil • economic and environmental issues associated with exploitation of energy sources
Autumn 1	Weather Hazards	Challenge of Resource Management - Food
	<p>Component 1: Global Atmospheric circulation Students will learn general atmospheric circulation model: pressure belts and surface winds.</p> <p>Component 2: Tropical storms (hurricanes, cyclones, typhoons) develop as a result of particular physical conditions. Students will learn Global distribution of tropical storms (hurricanes, cyclones, typhoons). An understanding of the relationship between tropical storms and general atmospheric circulation. Causes of tropical storms and the sequence of their formation and development. The structure and features of a tropical storm. How climate change might affect the distribution, frequency and intensity of tropical storms.</p>	<p>Component 3: Demand for food resources is rising globally but supply can be insecure, which may lead to conflict. Students will learn the difference between areas of surplus (security) and deficit (insecurity):</p> <ul style="list-style-type: none"> • global patterns of calorie intake and food supply • reasons for increasing food consumption: economic development, rising population • factors affecting food supply: climate, technology, pests and disease, water stress, conflict, poverty. <p>Impacts of food insecurity – famine, undernutrition, soil erosion, rising prices, social unrest.</p>

	<p>Component 3: Tropical storms have significant effects on people and the environment Students will learn how river landscapes and characteristics change along the course of the River Severn. They will also learn how climate, geology and slope processes influence river landscapes and sediment load.</p> <p>Component 4: Storm Hydrographs Students will learn the primary and secondary effects of tropical storms. Immediate and long-term responses to tropical storms. Pupils will know about Typhoon Haiyan as an example of a tropical storm to show its effects and responses and learn how monitoring, prediction, protection and planning can reduce the effects of tropical storms.</p> <p>Component 5: The UK is affected by a number of weather hazards Students will have an overview of types of weather hazard experienced in the UK.</p> <p>Component 6: Extreme weather events in the UK have impacts on human activity. Students will learn about the Somerset Floods a recent extreme weather event in the UK to illustrate:</p> <ul style="list-style-type: none"> • causes • social, economic and environmental impacts • how management strategies can reduce risk. Finally, they will assess the evidence that weather is becoming more extreme in the UK. 	<p>Component 4: Different strategies can be used to increase food supply. Students will have an overview of strategies to increase food supply:</p> <ul style="list-style-type: none"> • irrigation, aeroponics and hydroponics, the new green revolution and use of biotechnology, appropriate technology • an example of a large scale agricultural development – Almeria - to show how it has both advantages and disadvantages. <p>Moving towards a sustainable resource future:</p> <ul style="list-style-type: none"> • the potential for sustainable food supplies: organic farming, permaculture, urban farming initiatives, fish and meat from sustainable sources, seasonal food consumption, reduced waste and losses • an example of a local scheme in an LIC or NEE – Makueni Food and Water Security Programme, Kenya - to increase sustainable supplies of food.
<p>Autumn 2</p>	<p>Climate Change</p>	<p>Living World</p>
	<p>Component 1: Climate change is the result of natural and human factors, and has a range of effects. Students will know the evidence for climate change from the beginning of the Quaternary period to the present day. Pupils will also need to know the possible causes of climate change:</p> <ul style="list-style-type: none"> • natural factors – orbital changes, volcanic activity and solar output • human factors – use of fossil fuels, agriculture and deforestation. <p>Overview of the effects of climate change on people and the environment.</p> <p>Component 2: Managing climate change Students will have knowledge on managing climate change:</p> <ul style="list-style-type: none"> • mitigation – alternative energy production, carbon capture, planting trees, international agreements • adaptation – change in agricultural systems, managing water supply, reducing risk from rising sea levels. 	<p>Component 1: Ecosystems exist at a range of scales and involve the interaction between biotic and abiotic components. Students will learn an example of a small scale UK ecosystem – pond life - to illustrate the concept of interrelationships within a natural system, an understanding of producers, consumers, decomposers, food chain, food web and nutrient cycling. The balance between components. The impact on the ecosystem of changing one component. An overview of the distribution and characteristics of large scale natural global ecosystems.</p>

	<p style="text-align: center;">Urban Issues and Challenges</p> <p>Component 1: A growing percentage of the world’s population lives in urban areas. Students will learn the global pattern of urban change disseminating urban trends in different parts of the world including HICs and LICs. They will also know the factors affecting the rate of urbanisation – migration (push–pull theory), natural increase and the emergence of megacities.</p> <p>Component 2: Urban growth creates opportunities and challenges for cities in LICs and NEEs. Students will learn about Mumbai, a case study of a major city in a LIC or NEE to illustrate:</p> <ul style="list-style-type: none"> • the location and importance of the city, regionally, nationally and internationally • causes of growth: natural increase and migration • how urban growth has created opportunities: • social: access to services – health and education; access to resources – water supply, energy • economic: how urban industrial areas can be a stimulus for economic development • how urban growth has created challenges: • managing urban growth – slums, squatter settlements • providing clean water, sanitation systems and energy • providing access to services – health and education • reducing unemployment and crime • managing environmental issues – waste disposal, air and water pollution, traffic congestion. <p>They will also analyse the Slum Rehabilitation Authority as an example of how urban planning is improving the quality of life for the urban poor.</p>	<p style="text-align: center;">Living World - Hot Deserts</p> <p>Component 2: Hot desert ecosystems have a range of distinctive characteristics. Students will know the physical characteristics of a hot desert and the interdependence of climate, water, soils, plants, animals and people. How plants and animals adapt to the physical conditions and issues related to biodiversity.</p> <p>Component 3: Development of hot desert environments creates opportunities and challenges. Students will learn a case study of a hot desert –Thar Desert to illustrate:</p> <ul style="list-style-type: none"> • development opportunities in hot desert environments: mineral extraction, energy, farming, tourism • challenges of developing hot desert environments: extreme temperatures, water supply, inaccessibility. <p>Component 4: Areas on the fringe of hot deserts are at risk of desertification. Students will learn the causes of desertification – climate change, population growth, removal of fuel wood, overgrazing, over-cultivation and soil erosion. Strategies used to reduce the risk of desertification – water and soil management, tree planting and use of appropriate technology.</p>
		<p style="text-align: center;">Living World – Tropical Rainforests</p> <p>Component 5: Tropical rainforest ecosystems have a range of distinctive characteristics. Students will learn the physical characteristics of a tropical rainforest. They will know about the interdependence of climate, water, soils, plants, animals and people and how plants and animals adapt to the physical conditions. They will know the issues related to biodiversity.</p> <p>Component 6: Deforestation has economic and environmental impacts. Students will know the changing rates of deforestation. A case study of a tropical rainforest – Amazon - to illustrate:</p> <ul style="list-style-type: none"> • causes of deforestation – subsistence and commercial farming, logging, road building, mineral extraction, energy development, settlement, population growth • impacts of deforestation – economic development, soil erosion, contribution to climate change. <p>Component 7: Tropical rainforests need to be managed to be sustainable. Students know the value of tropical rainforests to people and the environment. Strategies used to manage the rainforest sustainably – selective logging and replanting, conservation and education, ecotourism and international agreements about the use of tropical hardwoods, debt reduction.</p>

Spring 1	Urban Issues and Challenges cont.	Exam Preparation and Revision
	<p>Component 3: Urban change in cities in the UK leads to a variety of social, economic and environmental opportunities and challenges. Students will learn overview of the distribution of population and the major cities in the UK. A case study of Birmingham in the UK to illustrate:</p> <ul style="list-style-type: none"> • the location and importance of the city in the UK and the wider world • impacts of national and international migration on the growth and character of the city <p>How Birmingham has experienced urban change and has created opportunities:</p> <ul style="list-style-type: none"> • social and economic: cultural mix, recreation and entertainment, employment, integrated transport systems • environmental: urban greening <p>And how urban change has created challenges:</p> <ul style="list-style-type: none"> • social and economic: urban deprivation, inequalities in housing, education, health and employment • environmental: dereliction, building on brownfield and greenfield sites, waste disposal • the impact of urban sprawl on the rural–urban fringe, and the growth of commuter settlements. <p>An example of an urban regeneration project (Longbridge) to show:</p> <ul style="list-style-type: none"> • reasons why the area needed regeneration • the main features of the project. <p>Component 4: Urban sustainability requires management of resources and transport. Students will learn about the features of sustainable urban living:</p> <ul style="list-style-type: none"> • water and energy conservation • waste recycling • creating green space through studying the example of Freiburg. <p>Urban transport strategies are used to reduce traffic congestion will also be studied in this component using Birmingham and London to illustrate strategies.</p>	<p>Using the results from the mock exams held in November – teachers will reteach topics and question type that the pupils have struggled to complete*.</p> <p>Lessons will be tailored to reduce misconceptions and provide the skills required to answer exam questions using BUG technique and being able to identify what the command word is asking before pupils answer level marked questions.</p> <p>Pupils fully understand assessment objectives in breakdown for 4, 6 and 9-mark exam questions by use of mark schemes and modelling answers whether using a visualiser, scaffolding, structure strips or production of a model answer on the presentation.</p> <p>Further mocks will be completed in February where all three papers will be completed. This means that pupils will need to complete lessons on the issue evaluation and skills part of Paper 3 will also need to be taught.</p> <p>Pupils will also need to complete the Human Fieldwork in Birmingham. This will be multi-purpose providing students with a revision tool on urban issues and challenges, revisit the skills required to complete fieldwork techniques and analysing data and have the information required to complete the human fieldwork study on Paper 3.</p>
	Physical Landscapes in the UK	
	<p>Component 1: The UK has a range of diverse landscapes. Students will learn an overview of the location of major upland/ lowland areas and river systems.</p>	

	<p style="text-align: center;">Coastal Landscapes in the UK</p> <p>Component 2: The coast is shaped by a number of physical processes. Students will learn wave types and characteristics and coastal processes:</p> <ul style="list-style-type: none"> • weathering processes – mechanical, chemical • mass movement – sliding, slumping and rock falls • erosion – hydraulic power, abrasion and attrition • transportation – longshore drift • deposition – why sediment is deposited in coastal areas. <p>Component 3: Distinctive coastal landforms are the result of rock type, structure and physical processes. Students will know how geological structure and rock type influence coastal forms. Characteristics and formation of landforms resulting from erosion – headlands and bays, cliffs and wave cut platforms, caves, arches and stacks. Characteristics and formation of landforms resulting from deposition – beaches, sand dunes, spits and bars. This will be supported by the study of the Jurassic coast as an example which identifies these major landforms of erosion and deposition.</p> <p>Component 4: Different management strategies can be used to protect coastlines from the effects of physical processes Students will learn the costs and benefits of the following management strategies:</p> <ul style="list-style-type: none"> • hard engineering – sea walls, rock armour, gabions and groynes • soft engineering – beach nourishment and reprofiling, dune regeneration • managed retreat – coastal realignment. <p>Holderness coast as an example of a coastal management scheme in the UK to show:</p> <ul style="list-style-type: none"> • the reasons for management • the management strategy • the resulting effects and conflicts. 	
	<p style="text-align: center;">River Landscapes in the UK.</p> <p>Component 1: The shape of river valleys changes as rivers flow downstream. Students will learn about the long profile and changing cross profile of a river and its valley. They will know about the fluvial processes:</p> <ul style="list-style-type: none"> • erosion – hydraulic action, abrasion, attrition, solution, vertical and lateral erosion • transportation – traction, saltation, suspension and solution • deposition – why rivers deposit sediment. <p>Component 2: Distinctive fluvial landforms result from different physical processes. Students will learn how characteristics and formation of landforms resulting from erosion – interlocking spurs, waterfalls and gorges.</p>	<p style="text-align: center;">Revision and Issue Evaluation</p> <p>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 study different sources which could include maps at different scales, diagrams, graphs, statistics, photographs, satellite images, sketches, extracts from published materials, and quotes from different interest groups.</p> <p>The issue(s) will arise from any aspect of the compulsory sections of the subject content but may extend beyond it through the use of resources in relation to specific unseen contexts. Students develop knowledge and understanding of physical geography and human geography themes. This section is synoptic and</p>

<p>Spring 2</p>	<p>Characteristics and formation of landforms resulting from erosion and deposition – meanders and ox-bow lakes. Characteristics and formation of landforms resulting from deposition – levées, flood plains and estuaries. An example of the River Tees valley in the UK to identify its major landforms due to erosion and deposition.</p> <p>Component 3: Different management strategies can be used to protect river landscapes from the effects of flooding.</p> <p>Students will look how physical and human factors affect the flood risk – precipitation, geology, relief and land use and know the use of hydrographs to show the relationship between precipitation and discharge. Pupils will also understand the costs and benefits of the following management strategies:</p> <ul style="list-style-type: none"> • hard engineering – dams and reservoirs, straightening, embankments, flood relief channels • soft engineering – flood warnings and preparation, flood plain zoning, planting trees and river restoration. <p>Pupils will use Boscastle as an example of a flood management scheme in the UK to show:</p> <ul style="list-style-type: none"> • why the scheme was required • the management strategy • the social, economic and environmental issues. 	<p>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.</p> <p>The teaching of the content of the issue evaluation will be interleaved with other topic areas for revision. These topics will be identified from the completion of the mocks. Further analysis will show where pupils still have weaknesses and these will be areas for intervention.</p>
<p>Summer 1</p>	<p style="text-align: center;">The Changing Economic World</p> <p>Component 1: There are global variations in economic development and quality of life. Students will learn the contrasting ways of defining and measuring development. Different economic and social measures of development: gross national income (GNI) per head, birth and death rates, infant mortality, life expectancy, people per doctor, literacy rates, access to safe water, Human Development Index (HDI). Limitations of economic and social measures. They will also learn how countries at different levels of development have differences in their demographic data. Pupils will know the causes of uneven development: physical, economic and historical and the consequences of uneven development: disparities in wealth and health, international migration.</p> <p>Component 2: Various strategies exist for reducing the global development gap Students will learn an overview of the strategies used to reduce the development gap: investment, industrial development and tourism, aid, using intermediate technology, fairtrade, debt relief, microfinance loans. The students will complete work on Jamaica as an example of how the growth of tourism in an LIC or NEE helps to reduce the development gap.</p> <p>Component 3: Some LICs and NEEs are experiencing rapid economic development which leads to significant social, environmental and cultural change.</p>	<p style="text-align: center;">Revision and Exam dates</p> <p>The focus will be on exam question completion and command words especially 6 and 9-mark questions so pupils know how to phrase their answers for different style questions. Initially, the focus will be Paper 1 but the other 2 papers will be interleaved in lessons</p> <p>Exam dates: Paper 1 – Living with the Physical Environment – Friday 11th June 2021 – pm Paper 2 – Challenges in the Human Environment – Wednesday 16th June 2021 – pm Paper 3 – Geographical Applications – Wednesday 23rd June 2021 - am</p>

Students will learn a case study of Nigeria as a LIC or NEE to illustrate:

- the location and importance of the country, regionally and globally
- the wider political, social, cultural and environmental context within which the country is placed
- the changing industrial structure.

Students will also know the balance between different sectors of the economy and how manufacturing industry can stimulate economic development

- the role of transnational corporations (TNCs) in relation to industrial development.
- Advantages and disadvantages of TNC(s) to the host country
- the changing political and trading relationships with the wider world
- international aid: types of aid, impacts of aid on the receiving country
- the environmental impacts of economic development
- the effects of economic development on quality of life for the population.

Component 4: Major changes in the economy of the UK have affected, and will continue to affect, employment patterns and regional growth.

Students will learn about the economic future in the UK:

- causes of economic change: deindustrialisation and decline of traditional industrial base, globalisation and government policies
- moving towards a post-industrial economy: development of information technology, service industries, finance, research, science and business parks
- impacts of industry on the physical environment.

Pupils will know an example looking at the Cambridge Science Park of how modern industrial development can be more environmentally sustainable

- social and economic changes in the rural landscape in one area of population growth and one area of population decline
- improvements and new developments in road and rail infrastructure, port and airport capacity
- the north–south divide.

Students will know some of the strategies used in an attempt to resolve regional differences

- the place of the UK in the wider world looking at links through trade, culture, transport, and electronic communication. Economic and political links like the European Union (EU) and Commonwealth will also be researched.

Skills and Physical Geographical Enquiry

Summer 2

Component 1: Suitable question for geographical enquiry
 Students will need to establish geographical theory/concept underpinning the enquiry. Research the potential risks of the physical fieldwork.

Component 2: Selecting, measuring and recording data appropriate physical enquiry

Students will identify and select appropriate physical primary and secondary data. Measuring and recording data using different sampling methods,

Component 3: Selecting appropriate ways of processing and presenting fieldwork data

Students will appreciate that a range of visual, graphical and cartographic methods is available and select and accurately use appropriate presentation methods.

Component 4: Describing, analysing and explaining fieldwork data

Students will describe, analyse and explain the results of fieldwork data. They will establish links between data sets while using appropriate statistical techniques and identify anomalies in fieldwork data.

Component 5: Reaching conclusions

Students draw evidenced conclusions in relation to original aims of the enquiry.

Component 6: Evaluation of geographical enquiry

*Due to lockdown from April – July 2020 there will be topic areas that some pupils have not completed due to lack of access to the VLE. These topics will be concentrated on through the reteach and revision after the Christmas break.