



Geography Long-Term Plan 2021-2022

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 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. By including 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. 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. They 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. Students will be supported throughout the curriculum by developing their long-term memory and recall ability, 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 Mid 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 synoptic links we use interleaving tasks across Key Stages. 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 at KS4.

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 map skills as an introduction to the subject of Geography. They then study 'Rivers' gaining knowledge of hydrological 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' which enables

students to explore geographical theories and issues such as migration and population growth. They finish the summer term by putting all the knowledge they have learnt into practice by looking at the country they live in and studying the physical, human and environmental aspects of the UK.

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 the ‘Coast’ and the formation of landforms associated with the coast building on the processes learnt in Year 7 when they studied ‘Rivers’. 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. Using regional studies enables students to understand geographical similarities, differences and links between places and continues to enrich their locational knowledge and understanding.

The next two topics of the year look at ‘Africa’ and ‘Restless Earth’ 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 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. Pupils will then complete another locational unit by looking at the Middle East studying the importance of oil and conflict on the region. In the summer term, the cohort finish by looking at how the earth is shaped, by looking at the how glaciation and cold areas affect the world we live in. This will consolidate what the pupils know about erosional and depositional processes that have caused the landscapes we see in the UK today. The final topic will be looking at urbanisation and the role that has on the way we live today and planning for future town and cities.

In Year 9, students study ‘Climate Change’, ‘Sustainability’, ‘Fantastic Places’ and ‘Globalisation’. ‘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. The ‘Sustainability’ unit will look to provide pupil with some of the solutions to overcome the problems discussed through the issue of climate change. The ‘Fantastic Place’ unit has been introduced to help pupils with spatial awareness and make them aware of some of the strange and amazing Geography that can be found in the world they live in. Pupils will finish KS3 Geography by looking at ‘Globalisation’ and understanding that through technology and innovation that the world is becoming a smaller place.

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 |
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| | Introduction to Geography through Maps and Graphs | Coasts | Climate Change |
| Autumn 1 | Component 1: Introduction to Geography Students will learn the difference between human, physical and environmental geography. Component 2: Continents and Oceans | Component 1: Waves The students will gain an understanding regarding the characteristics of waves. Component 2: Erosion | 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. Component 2: Natural Climate Change |

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| | <p>Students will learn the names and locations of the seven continents and five major oceans.</p> <p>Component 3: 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>Skills and Concepts to be developed:</p> <ul style="list-style-type: none"> • Map skills • Numerical skills | <p>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 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 • Problem Solving • Analysis • Interdependence • Coastal Processes | <p>The students will learn how climate change occurs naturally and the subsequent evidence for the changes.</p> <p>Component 3: Human Causes of climate change The students will learn how humans have caused climate change and the subsequent evidence of our impact.</p> <p>Component 4: Evidence of Climate Change The students will know what evidence is available to scientists to research whether climate is changing and the impact it is having on the world</p> <p>Component 5: Consequences of Climate Change 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.</p> <p>Skills and Concepts to be developed:</p> <ul style="list-style-type: none"> • Map skills • Aerial photograph interpretation • Problem Solving • Analysis • Critical Thinking • Interdependence • Sustainability • Risk |
| | <p style="text-align: center;">Rivers</p> <p>Component 1: 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 2: Fluvial Processes Students will learn how the four erosional processes, four transportation processes and deposition shape river landscapes. The four erosional processes are hydraulic</p> | <p style="text-align: center;">Africa</p> <p>Component 1: Africa is not a Country Students will learn about the common misconceptions and stereotypes that exist about Africa</p> <p>Component 2: Physical and Human Features</p> | <p style="text-align: center;">Sustainability</p> <p>Component 1: How sustainable are you? The students will receive an introduction to sustainability with a definition and then finding out how people including themselves can be sustainable or unsustainable.</p> |

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| <p>Autumn 2</p> | <p>action, abrasion, attrition and corrosion. The four transportation processes are traction, saltation, suspension and solution.</p> <p>Component 3: River Landforms Students will learn how fluvial processes create a number of landforms along the course of a river.</p> <p>Component 4: Flood Risk Students will learn the human and physical factors that affect flood risk along a river.</p> <p><i>Skills and Concepts to be developed:</i></p> <ul style="list-style-type: none"> • Map skills • Aerial photograph interpretation • Problem Solving • Analysis • Hydrological Processes • Interdependence | <p>Students will learn about different physical and human features of Africa and how to identify these on a map.</p> <p>Component 3: Climate and Biomes Students will learn how biomes and climate vary across the continent.</p> <p>Component 4: Sahel Desertification Students will learn the causes and consequences of desertification in the Sahel.</p> <p>Component 5: Population and Urbanisation Students will look at the population distribution of Africa and the impacts of urbanisation within the continent.</p> <p><i>Skills and Concepts to be developed:</i></p> <ul style="list-style-type: none"> • Map skills • Data interpretation • Interdependence • Analysis • Critical Thinking • Sustainability • Scale • Place | <p>Component 2: What are sustainable resources? The students will know how we can use the resources that we have to see if there are ways we can live sustainably.</p> <p>Component 3: Plastic in our oceans The students will know how plastics get in the ocean and the harm it can do environmentally, economically and socially.</p> <p><i>Skills and Concepts to be developed:</i></p> <ul style="list-style-type: none"> • Data interpretation • Interdependence • Analysis • Critical Thinking • Sustainability • Scale • Place |
| <p>Spring 1 and 2</p> | <p style="text-align: center;">Population</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</p> | <p style="text-align: center;">Restless Earth</p> <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 style="text-align: center;">Fantastic Places</p> <p>Component 1- Mid Atlantic Ridge Students will learn another plate tectonic phenomenon which can impact the natural environment</p> <p>Component 2: Corpse Flower Students will learn about the corpse flower located in Sumatra</p> <p>Component 3: Chernobyl Students will learn about the impact of energy on human and natural life</p> <p>Component 4: Maldives Students will learn how climate change affects land mass.</p> |

**Spring 1
and 2**

The students will learn about the consequences of population growth and the ways in which countries have attempted to control population growth.

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.

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.

Component 6: Sustainable Cities

Students will learn about how cities can be more sustainable and the importance of this in accordance with climate change.

Skills and Concepts to be developed:

- *Data interpretation*
- *Problem Solving*
- *Analysis*
- *Critical Thinking*
- *Sustainability*
- *Scale*

Component 5: Earthquakes

Students will learn what an earthquake is and what causes them to occur.

Component 6: Volcanoes

Students will learn about the features of a volcano and the characteristics of shield and composite volcanoes.

Component 7: Case Studies

Students will learn the impacts of tectonic hazards through case studies. They will look at the 2015 Nepal Earthquake and 2010 Eyjafjallajökull volcanic eruption.

Component 8: Managing Risk

Students will learn how the risk of volcanic eruptions and earthquakes can be managed.

Skills and Concepts to be developed:

- *Map skills*
- *Data interpretation*
- *Interdependence*
- *Analysis*
- *Critical Thinking*
- *Scale*
- *Development*
- *Risk*

Component 5: Great Barrier Reef

Students will learn how climate change affects natural habitats

Component 6: Dubai and Land Reclamation

Students will learn how land is reclaimed from water

Component 7: Jurassic Coast

Students will look at the importance of the UK Coastline internationally.

Component 8: Serengeti National Park- Tanzania

Students will learn other ways in which environments are protected and the use of these environments

Component 9: Yellowstone

Students will look at the significance of a super volcano

Component 10: Pompeii

Students will focus on the effects of a volcanic eruption

Component 11: Forbidden City- China

Students will look at the significance heritage and the roles historic culture plays today

Component 12: Venice- Italy

Students will look at the significance heritage and the roles historic culture plays today

Skills and Concepts to be developed:

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

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*

| | The UK | Cold Environment | Globalisation |
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| Summer 1 and 2 | <p>Component 1: Definition of the UK Pupils will know the countries that are included in the UK and the relationship between them. They will also have a basic grounding on the way that countries are governed and differences between them.</p> <p>Component 2: Physical Geography of the UK Pupils will locate and map key physical features of the UK. Look at the importance of the ice age and tectonics into shaping the land in the UK today.</p> <p>Component 3: The people of the UK An introduction to the UK being a multicultural society and look at the reason why people migrate to the UK for employment and better standards of living. Pupils will also look at the different types of industry that can be found in the UK and how people spend their leisure time.</p> <p>Component 4: Communication and transport in the UK Mapping and locating key transport networks and the importance of ports and airports to the economy of the UK. Look at new innovations that are being introduced within the UK to reduce travel time and technological advancements</p> <p>Component 5: Rural or Urban? Pupils will compare Wolverhampton with the rural areas of Shropshire. They will be using various urban models to see if Wolverhampton fits them and look at the retail offer of the city centre. To evaluate the differences between</p> | <p>Component 1: What is glaciation? The students will receive an introduction to glaciation and understand where glaciers are formed and how impacts on the UK landscape</p> <p>Component 2: Glacial landforms Students will know glacial landforms and the processes involved in the producing these features.</p> <p>Component 3: Arctic and Antarctica The students will know the location and differences between these cold environments and look at the reason for the Antarctica Treaty.</p> <p>Component 4: Human Interaction with Cold environments Students will know how people interact with cold environments through tourism and looking at how and why people live in glacial areas.</p> <p>Skills and Concepts to be developed:</p> <ul style="list-style-type: none"> • Map skills • Data interpretation • Interdependence • Analysis • Critical Thinking • Spatial Awareness • Locational knowledge | <p>Component 1: What is globalisation? Pupils will know what globalisation means and how it affects the way we live today. Pupils look at the everyday objects that they have and plot on world map their origin.</p> <p>Component 2: How has globalisation changed the world? Pupils need to know why some industries have relocated to other parts of the world and the impact it has had on the UK and other countries around the world.</p> <p>Component 3: What are TNC's? Introduce pupils to Trans National Corporations (TNC)'s and their importance to the economic world and the future. Complete case studies on some famous TNC's like McDonalds, Apple and Cadbury's.</p> <p>Component 4: Impact of TNC's. Pupils' knowledge of TNC's will be furthered by looking at the positive and negative impacts TNC's can have on countries including child exploitation. Pupils will be categorised using SEEP.</p> <p>Component 5: Globalisation of sport Knowledge of how sport has become a global entity through research on the Premier League, World Cup, Olympics and the upcoming Commonwealth Games in Birmingham.</p> <p>Component 6: Globalisation of fashion</p> |

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| <p style="text-align: center;">Summer 1 and Summer 2</p> | <p>living in Heath Town east of Wolverhampton City Centre and Church Stretton in Rural Shropshire. Things to consider could be access to green space, house prices and crime rates.</p> <p>Skills and Concepts to be developed:</p> <ul style="list-style-type: none"> • Map skills • Data interpretation • Interdependence • Analysis • Critical Thinking • Spatial Awareness • Locational knowledge • GIS • Fieldwork | <p style="text-align: center;">Urbanisation</p> <p>Component 1: Changing Landscape Students will study understand the changing landscape of the UK due to industrial revolution</p> <p>Component 2: Theories of City Plan Students will compare the two theories of the layout of the city</p> <p>Component 3: Urbanisation and counter urbanisation of UK Students will look at the number of people locating in urban areas and moving out of urban areas.</p> <p>Component 4: Regeneration, Gentrification and Studentification Students explore the role of the council and residents on the changing urban landscape. Students will look at the effects of education residential dwellings in an urban area.</p> <p>Component 6: Development: The Out of Town Retail Development and New Towns Students will examine the effect of retail and new towns on the landscape</p> <p>Component 8: UK Housing Crisis Students will examine the increase of population and lack of suitable housing</p> <p>Component 9: Sustainable Cities Students will examine the future of urban areas and link to sustainable development.</p> <p>Skills and Concepts to be developed:</p> <ul style="list-style-type: none"> • Map skills • Data interpretation • Interdependence • Analysis • Critical Thinking • Scale • Place • Development | <p>Students will gain knowledge on how the fashion industry has become a global commodity with examples of Primark, George and Nike.</p> <p>Skills and Concepts to be developed:</p> <ul style="list-style-type: none"> • Map skills • Data interpretation • Interdependence • Analysis • Critical Thinking • Spatial Awareness • Locational knowledge • GIS • Fieldwork (visit to Cadbury's as a possibility) |
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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 (Japan 2011), 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 the River Tees 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. 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 |
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| | 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> |
| | Tectonic Hazards | <p>Component 2: The changing demand and provision of resources in the UK create opportunities and challenges.</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 Japan 2011).</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>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</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. |

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| | <p>climate change might affect the distribution, frequency and intensity of tropical storms.</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>Impacts of food insecurity – famine, undernutrition, soil erosion, rising prices, social unrest.</p> <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. |
| Autumn 2 | Climate Change | Living World |
| | <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> |

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| | <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> |

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| 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> | |

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| <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> |

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| <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 – Monday 23rd May 2022 – am Paper 2 – Challenges in the Human Environment – Tuesday 7th June 2022 – pm Paper 3 – Geographical Applications – Tuesday 14th June 2022 - 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.

** AQA have reduced the syllabus for the 2021-2022 specification and students can choose between Resource Management and Changing Economic World so it has been decided that the Resource Management unit will not be taught and will continue and complete Changing Economic World started in summer term 2 2021.