OCL Geography Curriculum for OAJW: Long Term Plan

Core concepts in Geography:

Concept:	Definition:
Place and space	Space (locational knowledge) and place (geographical imaginations) embedded through understanding the interactions between places and the networks created by flows of people.
Scale	Exploring geography through different lenses at a local, national and global levels.
Physical and human processes	Understanding a sequence of events that occur in the natural world (physical processes) and the activities that lead to change in societies (human processes) and how they sometimes interact with each other.
Environmental impact and sustainable development.	Growing awareness of environmental consequences while meeting the needs of people today without harming the needs of the future.
Interdependence	Interconnections explore how people and natural events in places are interconnected with other places in a variety of ways. These interconnections have significant influences on the characteristics of places and on changes in these characteristics.
Cultural awareness	The promotion of cultural diversity by being empathetic towards those from other cultures.

Types of knowledge in Geography:

Type of knowledge:	Definition:	Example:
Substantive knowledge	This is the content that is to be learned.	*Tectonic hazards occur along plate boundaries*
Disciplinary knowledge	The origins of substantive knowledge.	*We understand that tectonic hazards occur along plate boundaries partly because Alfred Wegener suggested the theory of continental drift*

Year 7 -Geography

Brief overview

Across year 7, students are introduced to key topics of tectonics hazards, development, weather and climate, rivers, and the Middle East. Students should arrive to KS3 with an understanding of the world's continents, countries, oceans and lines of latitudes. This prior understanding is drawn on during the Autumn 1 unit where students study the world at a local, national, and global scale. During this unit students start to think about these locations in a physical and human context and start to think about their sense of place. With a firm locational knowledge of the world, Autumn 2 focuses on social and economic development whereby students are exposed to the idea of development for the first time. During this unit of work, students gain an understanding of differing levels of development globally and the ways in which we measure these levels of development. Their learning during Autumn 2 is instrumental in helping students' access future learning, such as how tectonic hazards have varying impacts on countries at differing levels of development in Spring 1. Tectonic hazards as a unit explores the causes, impacts and responses to tectonic hazards, such as earthquakes and volcanoes. Tectonic Hazards, in which students will study the causes, impacts and responses to earthquakes and tsunamis with a focus on volcanic hazards. Spring 2 introduces students to weather and climate where students explore weather processes, climate zones and the impacts extreme weather events have on people and the environment. Summer 1 focuses on rivers and their associated processes and landforms. Students are introduced to the concept of interconnectedness of the physical and human world through studying how physical events impact on the human world, as well as how human action can influence the physical world. The final unit of study is a study of The Middle East, whereby students will be introduced to countries in the Middle East such as the UAE and Yemen. The unit aims to build on student's previous knowledge of many units including the physical landscapes, climate, social and economic development.

Term	Autumn 1 (7 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (6 weeks)	Summer 1 (6 weeks)	Summer 2 (7 weeks)
Unit title	Geography of the UK and beyond	Social and Economic Development	Natural Hazards	Weather and climate	Rivers	Study of the Middle East & EOY Exam.
Relevant core concepts	• Place and space, • scale • Interdependence • physical and human processes • environmental impact and sustainable development • cultural awareness					
Relevant end point	➢ **Place and space**: To extend their knowledge of locations and deepen their spatial awareness of the world. Be able to recognise the significance of location in shaping us and how we experience the world in the way that we do. To understand that place has shaped development and where people inhabit. Finally appreciate that we will always be shaped by space – the rivers, mountains, deserts, lake and seas that constrain us. ➢ **Scale**: To be able to understand geography through a variety of different lenses; considering local, national and global scales. ➢ **Physical and human processes**: To be able to understand the key physical and human processes that shape the world in which we live. To recognise how human and physical processes interact to influence, and change landscapes; and how human activity relies on effective functioning of natural systems. ➢ **Environmental impact and sustainability**: To be able to appreciate that human (and sometimes physical) actions can have environmental consequences. To understand how human and environmental impact can be lessened to achieve sustainability by meeting the needs to people today without compromising the needs of people in the future. ➢ **Interdependence**: To develop a sense of how any particular place and its relations fit into the bigger picture helping to support links between varying scales ➢ **Cultural awareness**: To develop an appreciation and awareness of differences between themselves and people from other countries or other backgrounds, especially differences in attitudes and values					
Core substantive knowledge	1. Physical geography of local area (Bristol) 2. Human geography of local area (Bristol) and formative assessment 3. Formative assessment feedback and improvement and skills focus: contour lines and relief. 4. Skills focus: grid references 5. UK's population distribution and resources. 6. Types of settlement 7. The world's continents and oceans.	1. Employment sectors *(Primary, Secondary, Tertiary, Quaternary)* 2. Development indicators *(for example, birth rate, life expectancy, GDP)* 3. Causes of the development gap 4. Impact of colonisation (Haiti) 5. Quality of life in an LIC, NEE and HIC 6. Reducing the development gap 7. Fair trade	1. Define and identify types of natural hazards & structure of the earth 2. Define and explain the formation of a volcano and how to reduce the impacts. 3. Effects of a volcanic eruption example 4. Define and explain the formation of an earthquake and how to reduce the impacts. 5. Effects of an earthquake example and formative assessment. 6. Formative assessment feedback	1. Define weather and climate and the ways we measure weather 2. Types of rainfall and the formation of rain (frontal, convectional and relief) 3. Extreme weather events at varying scales (Beast from the East, Australian wildfires, Hurricanes in North America) 4. Describing climates using climate graphs 5. Explaining climates around the world 6. Climatic zones around the world	1. Water cycle and a river's drainage basin 2. River processes *(erosion, transportation, deposition)* 3. Landforms in the upper course *(waterfall and gorge)* 4. Landforms in the middle course *(meander and ox-bow lake)* 5. Causes and impacts of flooding 6. Managing rivers *(Embankments, Flood relief channel, afforestation, land use zoning, planning/preparation)*	1. End of year exam revision 2. End of year exam feedback and improvement. 3. Introduction to the Middle East *(biomes found there, population distribution and concerns of climate change)* 4. Physical landscapes of the Middle East *(Hot Desert)* 5. Climate of the Middle East *(climate graphs)* 6. Population of the Middle East 7. Economic importance of the Middle East

Core disciplinary knowledge	☐ Observation of local areas to determine physical and human landscape features ☐ Studies from geographers to determine demographics and distribution in an area ☐ The idea that demographics can change over time ☐ Geographers who study maps (cartography) to determine location of continents, oceans, and resources.	☐ Geographers who study employment sectors to determine differing categories and make judgements about the types of jobs that fit into each ☐ Data that shows us the economic status of countries, from organisations such office for national statistics ☐ Observation of quality of life at varying scales to determine the features of an LIC, NEE and HIC ☐ Geographers who have studied the ways to reduce the development gap, including the fair trade programme ☐ News and social media	☐ Geographers who study hazards (including the categorisation between meteorological and tectonic hazards) ☐ Theory of continental drift and convection currents ☐ Geographers such as Alfred Wegener in 1912 who suggested the theory of continental drift ☐ Geologists who study natural hazards ☐ News and social media	☐ Climatologists who study weather and climate globally ☐ Climatologists who study types of rainfall globally ☐ Climatologists who observe extreme weather events at varying scales ☐ Geographers who create climate graphs and interpret differing climates globally ☐ An understanding that climates can change, a climate graph is a snapshot at one time ☐ News and social media ☐ Meteorologists who help people to determine upcoming weather	☐ Limnologists (those who study fresh water) who dedicate their work to understanding and protecting rivers ☐ Observation to determine similar characteristics in rivers at varying scales ☐ Cartographers who create maps to help determine features such as the relief of land ☐ Geographers who plan how to protect areas from flooding ☐ Observation to determine the causes and impacts of flooding ☐ Geographers who create storm hydrographs ☐ News and social media	☐ Geographers who study demographics and characteristics of places ☐ News and social media ☐ An understanding that characteristics change over time

Year 8 - Geography

Brief overview

Across year 8, students are introduced to key topics of population and urbanisation, cold environments, globalisations and superpowers, climate change, coasts, and sustainability. Students will start year 8 studying population and urbanisation. Knowledge and understanding of social and economic development (Y7) will be built upon by exploring the DTM and comparing populations in different stages of development. The unit then explores the key theme of migration and the opportunities and challenges it poses for Mumbai's population and environment. The unit ends by building on year 7 knowledge of sustainability by looking for sustainable solutions for Mumbai's urban growth challenges. Within cold environments, students will build on their knowledge of places and processes by exploring cold environments and their associated glacial processes and landforms in Antarctica and Russia. Next is a study of globalisation and superpowers. In this unit students will build on their understanding of places and countries by identifying key global players such as China. Student understanding of how countries develop, helps them to understand how globalisation impacts on countries in various stages of development. Students will finish this unit by exploring the interconnectedness between countries and will look at China's investment in different countries in Africa. Students continue their study of climate change which builds on their understanding of weather and climate from year 7. Initially students will identify evidence of climate change and then explore its natural and anthropogenic causes. They will build on their knowledge of places from year 7 and explore the impacts of climate change across the globe. Further to this students gain a deeper understanding on how a country's level of development (year 7) and globalisation (year 8) can influence the causes, impacts and responses to climate change. This unit will finish by looking at the role we can play both globally and locally in dealing with climate change, getting student to think about how they can be active global citizens in their own homes, academies and further afield. The coasts unit builds on students' knowledge and understanding of physical processes from their previous study of rivers and glacial landscapes. Students will first look at the physical processes and then how these processes form landforms along the coast and then how coasts can be managed and will explore this through and decision making exercise. Year 8 finishes with a study of sustainability. In this students must focus on some of the world's key sustainable challenges including fast fashion and/or plastics in the ocean. Students, again, will be forced to consider their role in these environmental challenges. The unit ends with students completing their first fieldwork where they collect primary data to determine the sustainability of their local area. For some students this will be their first experience of fieldwork.

Term	Autumn 1 (7 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (6 weeks)	Summer 1 (6 weeks)	Summer 2 (7 weeks)
Unit title	Population and Urbanisation	Cold Environments	Globalisation and Superpowers	Climate Change	Coasts	EOY Exams and Sustainability
Relevant core concepts	• Place and space, • scale • Interdependence • physical and human processes • environmental impact and sustainable development • cultural awareness					
Relevant end points	➢ **Place and space**: To extend their knowledge of locations and deepen their spatial awareness of the world. Be able to recognise the significance of location in shaping us and how we experience the world in the way that we do. To understand that place has shaped development and where people inhabit. Finally appreciate that we will always be shaped by space – the rivers, mountains, deserts, lake and seas that constrain us. ➢ **Scale**: To be able to understand geography through a variety of different lenses; considering local, national and global scales. ➢ **Physical and human processes**: To be able to understand the key physical and human processes that shape the world in which we live. To recognise how human and physical processes interact to influence, and change landscapes; and how human activity relies on effective functioning of natural systems. ➢ **Environmental impact and sustainability**: To be able to appreciate that human (and sometimes physical) actions can have environmental consequences. To understand how human and environmental impact can be lessened to achieve sustainability by meeting the needs to people today without compromising the needs of people in the future. ➢ **Interdependence**: To develop a sense of how any particular place and its relations fit into the bigger picture helping to support links between varying scales ➢ **Cultural awareness**: To develop an appreciation and awareness of differences between themselves and people from other countries or other backgrounds, especially differences in attitudes and values					
Core substantive knowledge	1. Describing and explaining global population distribution 2. Demographic Transition Model (DTM) 3. Comparing population demographics in countries at varying stages of the DTM 4. Population pyramids 5. Migration and natural increase 6. Urbanisation and the formation of megacities 7. Opportunities and challenges of urban growth in Mumbai, Asia. 8. Formative assessment feedback and DIT. 9. Quality of life in slums 10. Sustainability in Asia (ways to manage challenges in slums)	1. Characteristics of cold environments (biomes, distribution) 2. Glacial processes (erosion, weathering, transportation, deposition) 3. Erosional landforms (corrie, arete and pyramidal peak) 4. Depositional landforms (morraines and erratics) 5. Opportunities of glacial landscapes in the Lake District, UK. 6. Challenges of glacial landscapes in the Lake District, UK. 7. Sustainable management of glacial landscapes in the UK 8. Formative assessment. 9. Formative assessment feedback and improvement.	1. Definition of globalisation and how students are considered to be global citizens 2. Causes of globalisation 3. Globalisation advantages and disadvantages 4. Reducing the impact of globalisation 5. What is a superpower? 6. The World's superpowers – who are they and why? 7. Emergence of China as a superpower 8. China's investment in Africa (neo-colonialism) 9. The shift in rural economies 10. End of unit assessment 11. End of unit assessment feedback 12. Skills, sketch maps and photos.	1. What is climate change and what is the evidence for it? 2. Natural causes of climate change (volcanic eruptions, orbital theory and sunspot theory) 3. Human causes of global warming 4. Who is to blame for climate change? 5. Impacts of climate change 6. Case study of flooding in Bangladesh. 7. Case study of climate change in the UK. 8. The responses to climate change (transport, national parks in the UK, afforestation, Paris Agreement) 9. Individual involvement in the climate change movement.	1. Uses of the coastline 2. Coastal processes (erosion, weathering) 3. Erosional landforms (headland and bay, cave, arch, stack) 4. Coastal processes (longshore drift and deposition) 5. Depositional landforms (spit, bar, tombolo) 6. Mass movement and retreat (impact of geology on the coastline) 7. Coastal engineering – hard engineering. 8. Coastal engineering – soft engineering. 9. Shoreline management plans. 10. Future threats to the coastline. 11. Skills – scale and distance.	1. End of year exam revision 2. End of year exam 3. End of year exam feedback and improvement. 4. Define sustainability (inc. Sustainable Development Goals) 5. Describing sustainability in South Bristol. 6. Exploration of green spaces and urban sustainability in Bristol. 7. Sustainable urban cities: transport and urban sustainability in Bristol and UK. 8. Sustainable urban cities: transport and urban sustainability nationally (HS2) 9. Introduction to fieldwork (renewable energy) 10. To conduct fieldwork on my school site to determine how to improve sustainability.

	11. Managing populations (one child policy in China and Russia). 12. End of unit assessment 13. End of unit assessment feedback and DIT.	10. Antarctica (location and characteristics) **11.** Antarctica (challenges and future threats) **12.** Antarctica skills lesson inc. 4 and 6 figure grid references **13.** Revision and consolidation		**10. Skills – mean, median, mode, range.** 11. On-site climate change fieldwork enquiry. **12.** On-site climate change fieldwork enquiry.	**Prep** – uses of the coastline (week 1) and future threats (lesson 5)	11. To analyse and draw conclusions about how sustainable OAJW is. 12. To create a sustainability action plan for OAJW.
Core disciplinary knowledge	☐ Data that shows us the economic status of countries, from organisations such office for national statistics ☐ Geographers who study global populations to determine how they vary globally ☐ Warren Thompson created the DTM in 1929 ☐ Demographers who create up to date population graphs, such as population pyramids ☐ Social media and news articles that helps to give an insight into quality of life ☐ First hand experience (e.g. tourism)	☐ Glaciologists who study glacial environments ☐ Social media and news articles that help determine impacts occurring in remote cold environments ☐ Cartographers who create maps to determine distribution of cold biomes ☐ An understanding that landforms change over time	☐ Data that shows us the economic status of countries, from organisations such office for national statistics ☐ News and social media that helps to explain the impacts of globalisation ☐ Observation to help understand how individuals are global citizens e.g. the food we eat or the clothes we wear ☐ An understanding that characteristics change over time	☐ International organisations, such as the IPCC, who publish current reports on climate change ☐ Geographers who study natural and human causes of climate change, e.g. Milutin Milankovitch who suggested the orbital theory ☐ Social media and news articles to understand how climate change has impacted places globally ☐ Observation and experiences of climate change initiatives	☐ Marine geologists who study coastlines ☐ Coastal town planners who make and publish decisions (such as SMPs) on how to protect coastal environments. ☐ Observation in the field to determine common characteristics in landscapes ☐ Social media and news articles that help determine the potential future threats to coastlines e.g. climate change ☐ An understanding that landforms change over time	☐ The United Nations published the sustainable development goals in 2015, these are revised from the 2000 millennium development goals ☐ Observation to understand sustainability surrounding students ☐ Town planners who make decisions about improvements to urban environments, such as transportation improvements. ☐ First hand data collection to determine sustainability levels in local area.

Year 9 - Geography

Brief overview

Across year 9 students will build on and link together the knowledge from year 7 and 8 so that they are well prepared for KS4 study, if they choose to study Geography further. The year starts with a topic on interconnectedness where students draw on all previous learning across years 7 and 8 to see how interconnected the physical and human worlds are; how physical process impact on humans socially, economically and environmentally; and how human actions impact on the physical world. This unit will be taught through the study of current topical issues, including Covid-19 and migration. While Autumn 1 consolidates student learning, Autumn 2 requires them to look ahead and see how the key processes learnt across years 7 and 8 are changing and how these will impact on future populations, cultures and physical landscapes. Again this unit will be taught through a study of current topical issues including the impact of climate change on coral bleaching in the Great Barrier Reef, the global trade of waste and threats to extreme environments including the frozen planet and forests. In Spring 1 and 2, students draw on their learning from the concept of ecosystems which has been introduced through a study of the deciduous ecosystem in the UK in year 7, as well as an exploration of cold environments in Russia and Antarctica and deserts in the Middle East during year 8. This will be, however, the first time students study ecosystems as a topic and will require students to see the links and processes that occur within the Amazon Rainforest, Sahara Desert and the Sahel's savannah. Again, the concept of interconnectedness will be a primary focus, requiring students to see how human interact with these environments and the impact they have. Year 9 finishes off with drawing on learning from tectonic hazards and social and economic development in year 7 to better understand how tectonic hazards affect countries of varying degrees of development. They then utilise their understanding of the UK, weather, climate change and fluvial processes taught across KS3 to see how tropical storms, extreme weather events and climate change impact on people and the environment and how these events are being affected by an ever changing world. a deep study of ecosystems.

Term	Autumn 1 (7 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (6 weeks)	Summer 1 (6 weeks)	Summer 2 (7 weeks)
Unit title	Interconnectedness	Future threats	Biomes	Biomes	Natural Hazards	Natural Hazards
Relevant core concepts	• Place and space, • scale • Interdependence • physical and human processes • environmental impact and sustainable development • cultural awareness					
Relevant end points	• **Place and space**: To extend their knowledge of locations and deepen their spatial awareness of the world. Be able to recognise the significance of location in shaping us and how we experience the world in the way that we do. To understand that place has shaped development and where people inhabit. Finally appreciate that we will always be shaped by space – the rivers, mountains, deserts, lake and seas that constrain us. • **Scale**: To be able to understand geography through a variety of different lenses; considering local, national and global scales. • **Physical and human processes**: To be able to understand the key physical and human processes that shape the world in which we live. To recognise how human and physical processes interact to influence, and change landscapes; and how human activity relies on effective functioning of natural systems. • **Environmental impact and sustainability**: To be able to appreciate that human (and sometimes physical) actions can have environmental consequences. To understand how human and environmental impact can be lessened to achieve sustainability by meeting the needs to people today without compromising the needs of people in the future. • **Interdependence**: To develop a sense of how any particular place and its relations fit into the bigger picture helping to support links between varying scales • **Cultural awareness**: To develop an appreciation and awareness of differences between themselves and people from other countries or other backgrounds, especially differences in attitudes and values					
Core substantive knowledge	1. Afghanistan introduction: the factors that mean there is a high production of poppies (location, terrain, poor infrastructure, conflict, and natural disasters) 2. To explain how the Afghanistan heroin trail show us that crime interconnects our countries. 3. Iceland introduction: location and explanation of eruption in 2010. 4. To explain how the Iceland eruption of 2010 shows how interconnected countries are. 5. Migration introduction: explanation of what migration is and the causes of migration. 6. To explain how international migration makes countries so interconnected. 7. COVID-19 introduction: to understand what COVID-19 is and how it spread worldwide.	1. Overpopulation and declining resources 2. To understand how a rising population and climate change is leading to water insecurity. 3. To understand the main concerns facing the future of energy. 4. To understand how a developed world is leading to a rising waste issue. 5. To explain how overfishing is impacting the ocean ecosystem. 6. To explain how land use and extraction of resources is destroying the Earth's wilderness. 7. Wilderness example – Patagonia. 8. To explain how rising sea levels and climate change is causing harm to coral reefs. 9. To understand the impact of climate change on our frozen planet.	1. Introduction to ecosystems – definitions, components, links, food chain 2. Introduction to ecosystems – food web, nutrient and energy cycle 3. Example of a small scale ecosystem (the pond) 4. Distribution and key characteristics of the world's ecosystems (link to pressure) 5. GAC 6. Introduction to the tropical rainforest (soils, climate, vegetation, animals) 7. Stratification and vegetation adaptations in the tropical rainforest 8. How do humans use the Amazon Rainforest? (logging, mining, HEP,	1. Introduction to the desert (soils, climate, vegetation, animals) 2. Vegetation and animal adaptations in the desert 3. Economic opportunities in the Sahara Desert (agriculture, solar panels, oil/gas and tourism) 4. Desertification in the Sahel 5. Sustainable practices to reduce desertification in the Sahel. 6. Evidence of Climate Change 7. Natural causes of climate change 8. Human causes of climate change 9. Effects of climate change 10. Climate change mitigation. 11. Climate change adaptation. 12. Geographical skills	1. Types of natural hazard 2. Theory of plate tectonics and continental drift 3. Plate margins 4. Introduction to earthquakes – focus, epicentre, Richter Scale 5. Effects of an earthquake in an LIC – Haiti (2010) 6. Responses to an earthquake in an LIC – Haiti (2010) 7. Effects of an earthquake in a HIC – L'Aquila 8. Responses to an earthquake in a HIC – L'Aquila 9. Prediction and planning for earthquakes to reduce risk and impact 10. What is a tropical storm and how are they caused?	1. End of year exam revision. 2. End of year exam revision. 3. End of year exam 4. End of year exam feedback and improvement. 5. Impact of earthquakes in HICs and LICs 6. What is a tropical storm and how are they caused? 7. Tropical storm cross section and how climate change has impacted on tropical storms – distribution, intensity, frequency. 8. Typhoon Haiyan effects 9. Typhoon Haiyan responses 10. Tropical storms: planning and prediction 11. Evidence of extreme weather in the UK

	8. **To explain how the COVID-19 pandemic shows how interconnected places are.** 9. Switched off places – North Korea 10. Switched off places – the Sahel 11. **To outline how interconnected our world will be in the future.** ➢ *Food security in the Amazon Basin* ➢ *Agriculture and essentials to life, population growth, threats, sustainability*	10. To understand how climate change is threatening the future of USA national parks. 11. To evaluate the threats that face our planet.	**settlements, roads, subsistence farming)** **9. Positive and negative impacts of human interference in the Amazon (deforestation) including formative assessment.** **10. Formative assessment feedback Sustainable practices to reduce deforestation in the rainforest** **11. Effectiveness of sustainable strategies.**		**11. Tropical storm cross section and how climate change has impacted on tropical storms – distribution, intensity, frequency.** **12. Revision and consolidation.**	
Core disciplinary knowledge	☐ Social media and news articles ☐ Data that shows us the economic status of countries, from organisations such office for national statistics ☐ First hand experiences of earthquake event in the UK or migration	☐ Social media and news articles ☐ Data that shows us the economic status of countries, from organisations such office for national statistics ☐ Food threats from supermarket data ☐ Organisations such as marine conversation society	☐ Organisations such as the Rainforest Alliance ☐ Data that shows us the economic status of countries, from organisations such office for national statistics ☐ Social media and news articles ☐ Fieldwork investigations of small scale local ecosystems	☐ Data that shows us the economic status of countries, from organisations such office for national statistics ☐ Geologists who study desert environments ☐ International organisations, such as the IPCC, who publish current reports on climate change ☐ Geographers who study natural and human causes of climate change, e.g. Milutin Milankovitch who suggested the orbital theory ☐ Social media and news articles to understand how climate change has impacted places globally ☐ Observation and experiences of climate change initiatives	☐ Geographers who study hazards (including the categorisation between meteorological and tectonic hazards) ☐ Theory of continental drift and convection currents ☐ Geographers such as Alfred Wegener in 1912 who suggested the theory of continental drift ☐ Geologists who study natural hazards ☐ Social media and news articles	☐ Social media and news articles ☐ Geographers who study tropical storm events ☐ Geographers who study extreme weather events

Year 10						
Brief overview						
Across Year 10, students will study both human and physical topics, including, *Physical Landscapes in the UK, Urban Issues and Challenges and the Changing Economic World* and will also complete a *fieldwork study* in two contrasting environments. Year 10 is the when students will commence their KS4 chosen subject option. Students will build on their prior KS3 knowledge in KS4 for many of the units studied. Students will be first introduced to Physical Landscapes of the UK whereby students start exploring the UK's physical landscape and identifying lowland and upland areas. This is the base knowledge that is required to understand landscapes in the UK and will build on their prior study of coasts, rivers, and glacial landscapes in years 7, 8, and 9. Students start with the key physical processes involved in the formation of coasts and rivers and then apply this to explain the formation of landforms of erosion and deposition. Once student have grasped this knowledge, they will explore the management of coasts and rivers through real-life examples. Next, students will being their study of Urban Issues and challenges, building on their prior understanding of population and urbanisation in year 8. Students will explore population changes and trends and then look specifically at how urban change has created challenges and opportunities in Rio de Janeiro. This unit then continues with the second half of the Urban Issues and Challenges unit where they explore an urban environment in the UK focusing on the process of urban growth and the opportunities and challenges this brings. A local urban environment should be covered during this unit to help students have a better understanding of their local environment and context. The unit finishes with a study of sustainable urban planning and management. This unit draws on a range of previous topics covered across KS3 and KS4, including social and economic development, sustainability, population and urbanisation and interconnectedness and is pivotal for students continuing their study of Geography at KS5 where students must study either Regenerating Places or Diverse Places. Students will build on their prior fieldwork skills by completing fieldwork in two contrasting environments and will draw on their year 9 study of interconnectedness by showing an understanding of the interaction between the physical and human worlds. The Changing Economic World where they will gain an understating of how different countries across the world are classified based on a range of development indicators. This will build on their study of social and economic development in year 7. Further to this students explore the reasons why countries are at varying levels of wealth across the world and what can be done to reduce this gap. Students then apply this understanding to a real world context through the study of Nigeria and specifically how Nigeria had changed from a Low Income Country to a Newly Emerging Economy.						
Term	**Autumn 1 (7 weeks)**	**Autumn 2 (7 weeks)**	**Spring 1 (6 weeks)**	**Spring 2 (6 weeks)**	**Summer 1 (6 weeks)**	**Summer 2 (7 weeks)**
Unit title	Physical Landscapes in the UK (Coasts)	Physical Landscapes in the UK (Rivers)	Urban Issues and Challenges	Urban Issues and Challenges & Fieldwork	Fieldwork (Generic, Human, and Physical fieldwork)	The Challenge of Resource Management and End of Year Exams
Relevant core concepts	Place and space, scale, interdependence, physical and human processes, environmental impact and sustainable development, cultural awareness.					
Relevant end points	➢ Place and space: To extend their knowledge of locations and deepen their spatial awareness of the world. Be able to recognise the significance of location in shaping us and how we experience the world in the way that we do. To understand that place has shaped development and where people inhabit. Finally appreciate that we will always be shaped by space – the rivers, mountains, deserts, lake and seas that constrain us. ➢ Scale: To be able to understand geography through a variety of different lenses; considering local, national and global scales. ➢ Physical and human processes: To be able to understand the key physical and human processes that shape the world in which we live. To recognise how human and physical processes interact to influence, and change landscapes; and how human activity relies on effective functioning of natural systems. ➢ Environmental impact and sustainability: To be able to appreciate that human (and sometimes physical) actions can have environmental consequences. To understand how human and environmental impact can be lessened to achieve sustainability by meeting the needs to people today without compromising the needs of people in the future. ➢ Interdependence: To develop a sense of how any particular place and its relations fit into the bigger picture helping to support links between varying scales ➢ Cultural awareness: To develop an appreciation and awareness of differences between themselves and people from other countries or other backgrounds, especially differences in attitudes and values.					
Core substantive knowledge	1. Overview of UK landscapes – physical, urban. 2. Waves – terminology and anatomy of constructive and destructive waves 3. Processes of weathering and erosion along the coastline 4. Mass movement 5. Headland & Bay and Wave cut platform formation 6. Cave, arch, stack formation inc. formative assessment 7. Formative assessment feedback and processes of transportation (longshore drift) and deposition 8. Formation of beaches and sand dunes 9. Formation of spits, bars and tombolos	1. Water cycle and drainage basin recap using OS map 2. River profiles and courses 3. River processes – erosion and weathering 4. River processes – transportation and deposition 5. Erosional landforms in the upper course - *V shape valley and interlocking spurs formation, waterfall and gorge* 6. Erosional and depositional landforms in the middle course - *Meander and ox-bow lake formation* 7. Depositional landforms in the lower course – *estuary, floodplain and levees*	1. Global patterns of urban change in differing parts of the world. 2. Factors affecting the rate of urbanisation: migration and natural increase 3. Location, importance and growth of Rio de Janeiro. 4. Social opportunities in Rio de Janeiro. 5. Economic opportunities in Rio de Janeiro. 6. Urban growth has resulted in social challenges, as well as solutions. 7. Urban growth has resulted in economic challenges, as well as solutions.	1. Environmental opportunities created by urban change in Bristol 2. Urban growth has resulted in challenges in Bristol: *Creation of derelict areas and social inequality* 3. Urban growth has resulted in challenges in Bristol: *housing and urban sprawl* 4. Urban growth has resulted in environmental challenges in Bristol: *pollution, traffic congestion.* 5. Example: Urban Regeneration – reasons the area needed to be regenerated (Bristol Harbourside)) 6. Example: Urban regeneration – the main features of the project (Bristol Harbourside) 7. Sustainable urban living 8. Sustainable urban living 9. End of unit assessment	Generic fieldwork: 1. Planning and introducing a piece of fieldwork 2. Data collection 3. Data presentation 4. Data analysis 5. Concluding a fieldwork 6. Evaluating a fieldwork OAJW Fieldwork Hypothesis: *Physical:* ➢ *Coastal management at Lyme Regis has been effective in reducing erosion and flooding.*	1. The distribution of the world's essential resources (water, food, energy) 2. The causes and impacts of importing food into the UK 3. Organic farming and agribusiness 4. Water demand and transfers in the UK 5. Water pollution in the UK 6. Impact of using energy in the UK 7. The UK's energy mix 8. Geographical skills practice. End of year exams.

	10. Identifying coastal landforms 11. Example: Swanage Bay landforms 12. *Geog. skills – OS maps and photographs of the coastline. 13. Why is it important to protect the coastline? 14. Hard engineering strategies 15. Soft engineering strategies 16. Managed retreat 17. Example: Lyme Regis, Dorset (part 1) 18. Example: Lyme Regis, Dorset (part 2) 19. End of unit assessment 20. Assessment feedback and improvement	8. Locating river landforms on OS maps using contour lines, grid references and symbols. 9. What affects the likelihood of flooding (urbanisation, vegetation, deforestation, rock type, gradient) 10. Comparing and analysing storm hydrographs inc. formative assessment 11. Formative assessment feedback and revision. 12. Hard engineering 13. Soft engineering 14. Example of flood management scheme (Somerset Levels) – why was it needed and what did it involve? 15. Example of flood management scheme (Somerset Levels) – social, economic and environmental issues. 16. Skills lesson. 17. End of unit revision 18. End of unit assessment. 19. Assessment feedback and improvement.	8. Environmental challenges in Rio. 9. Growth and challenges in Favelas in Rio de Janeiro 10. Urban planning scheme – Favela Bairro Project 11. End of unit assessment – Rio 12. *urban skills practice 13. Assessment feedback 14. Population distribution in the UK 15. Bristol location and importance 16. Impacts of migration in the UK 17. Social opportunities created by urban change in Bristol 18. Economic opportunities created by urban change in Bristol	10. Assessment feedback and improvement. 11. Introducing the fieldwork sequence of enquiry. 12. Introducing human fieldwork enquiry question. 13. Secondary research collection – Bristol Harbourside. 14. Primary data collection methods – Bristol Harbourside 15. Risk assessment 16. Formative assessment 17. Feedback Fieldwork to the Bristol Harbourside (dates: 17th and 25th April) *Human:* ➢ *Regeneration at the Bristol Harbourside has been successful.*		
Core disciplinary knowledge	☐ Marine geologists who study coastlines ☐ Coastal town planners who make and publish decisions (such as SMPs) on how to protect coastal environments. ☐ Observation in the field to determine common characteristics in landscapes ☐ Social media and news articles that help determine the potential future threats to coastlines e.g. climate change ☐ An understanding that landforms change over time	☐ Limnologists (those who study fresh water) who dedicate their work to understanding and protecting rivers ☐ Observation to determine similar characteristics in rivers at varying scales ☐ Cartographers who create maps to help determine features such as the relief of land ☐ Geographers who plan how to protect areas from flooding ☐ Observation to determine the causes and impacts of flooding ☐ Geographers who create storm hydrographs ☐ News and social media	☐ Data that shows us the economic status of countries, from organisations such office for national statistics ☐ Geographers who study global populations to determine how they vary globally ☐ Social media and news articles that helps to give an insight into quality of life ☐ Town planners that are experts in the solutions to urban challenges	☐ Demographers who study the structure of populations ☐ Observation of the impacts regeneration projects have had ☐ Historical records to show how urban change has occurred since the industrial revolution	☐ Observation in the field ☐ Previous fieldwork studies to understand the processes involved in an enquiry	☐ Data that shows us the economic status of countries, from organisations such office for national statistics ☐ Geographers who study global populations to determine how they vary globally ☐ Warren Thompson created the DTM in 1929 ☐ Demographers who create up to date population graphs, such as population pyramids ☐ Social media and news articles that helps to give an insight into quality of life ☐ First hand experience (e.g. tourism)

Year 11					
Brief overview					
Year 11 see students finish their KS4 Geography education, culminating with their GCSE exams. The year starts with students studying the second half of the *Changing Economic World* unit, whereby students explore the economic changes in the UK, a country at a different stage of development to Nigeria. This includes concepts such as de-industrialisation, which builds on Social and Economic development studied in Year 7. Other concepts are also explored such as sustainability which builds on the sustainability unit studied in Year 8. During Autumn 2 students undertake their final unit where they study the fundamental resources of food, water, and energy. The unit begins with a study of the availability and distribution of these resources in the UK, as well as how their use and availability is changing. Students are well prepared for this exploration due to their coverage of rivers, climate change, resources, and development in previous years. The unit then focuses on food availability on a global scale. They will gain an understanding of areas of surplus and deficit, how the global atmospheric circulation model influences this, the impact of food insecurity and how countries are trying to increase food supply both commercially and sustainably. The Challenge of Resource Management is finished by the start of Spring 2. The remainder of year 11 will focus on consolidating and applying previous learning to complex exam style questions in preparation for GCSE exams. In Spring 2 students will study the issue evaluation unit released by the exam board that encourages critical thinking and problem solving demonstrating knowledge and understanding from all units of the specification.					
Term	**Autumn 1 (7 weeks)**	**Autumn 2 (7 weeks)**	**Spring 1 (6 weeks)**	**Spring 2 (6 weeks)**	**Summer 1 (7 weeks)**
Unit title	Physical Fieldwork and The Challenge of Resource Management	The Challenge of Resource Management	Mock Exams and Revision	Revision	Issue Evaluation + Revision
Relevant core concepts	*Place, space, scale, interdependence, physical and human processes, environmental impact Fieldwork study – sustainable development and cultural awareness*	*Place, space, scale, interdependence, physical and human processes, environmental impact, sustainable development, cultural awareness*	*Place, space, scale, interdependence, physical and human processes, environmental impact, sustainable development, cultural awareness*	*Place, space, scale, interdependence, physical and human processes, environmental impact, sustainable development, cultural awareness*	*Place, space, scale, interdependence, physical and human processes, environmental impact, sustainable development, cultural awareness*
Relevant end points	Fieldwork: ➢ To understand the steps involved in a fieldwork enquiry. ➢ To have undertaken two enquiries in contrasting environments that show an understanding of both physical and human geography. Resource Management: ➢ To understand how fundamental the world's essential resources are to human development. ➢ To be able to explain how changing demand and availability of resources in the UK creates opportunities and challenges.	➢ To understand how fundamental the world's essential resources are to human development. ➢ To be able to explain how changing demand and availability of resources in the UK creates opportunities and challenges.	➢ To identify gaps in pupils knowledge and address these areas of concerns.	➢ To identify gaps in pupils knowledge and address these areas of concerns.	To be able to competently justify a decision related to a particular issue(s), using a broad range of synoptic information and evidence.
Core substantive knowledge	1. Introduction to physical fieldwork enquiry question and theory. 2. Secondary data collection and risk assessment. 3. Practising primary data collection methods. 4. Data presentation. 5. Data presentation. 6. Data analysis and conclusions 7. Evaluation 8. Formative assessment 9. Formative assessment – reflection and improvement. 10. Assessment 11. Assessment feedback and improvement 12. The distribution of the world's essential resources *(water, food, energy)* 13. Inequalities in resource demand and supply	1. Mock revision and mock exams. 2. Mock revision and mock exams. 3. Mock revision and mock exams. 4. Mock revision and mock exams. 5. Mock revision and mock exams 6. Mock revision and mock exams. 7. Mock exam feedback and improvement. 8. Mock exam feedback and improvement. 9. Water – areas of global surplus and deficit 10. The links between water and GAC. 11. Water – factors affecting the availability of water and impacts of water insecurity. 12. Water – overview of strategies to increase supply of water. 13. Water – example of a large scale water transfer scheme – CAP. 14. Water – sustainable water supplies. 15. Water – example of a local, sustainable water supply scheme – Makueni.	1. Global atmospheric circulation – revision and exam practice. 2. Weather hazards including tropical storms – revision and exam practice. 3. Extreme weather in the UK - – revision and exam practice. 4. Climate change (causes, evidence and impacts) – revision and exam practice. 5. Climate change (impacts, mitigation and adaptation) – revision and exam practice. 6. Ecosystems – freshwater pond – revision and exam practice. 7. Tropical rainforests (Brazilian Amazon) – revision and exam practice. 8. Tropical rainforests – sustainable management – revision and exam practice.	Bespoke revision in response to previous mock exams	Issue evaluation (6 lessons based on pre release booklet): ➢ The issue(s) will arise from any aspect of the compulsory sections of the subject content but may extend beyond it using resources in relation to specific unseen contexts. ➢ Students develop knowledge and understanding of physical and human geography themes. ➢ This section is synoptic and the assessment will require students to use their learning of more than one of the themes across the compulsory units 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. Bespoke revision in response to previous mock exams

	14. Meeting the demand for food in the UK – food imports. 15. Changing demand for food in the UK – agribusiness and organic produce 16. Changing water demand in the UK 17. Water quality and pollution in the UK 18. The energy mix of the UK 19. The issues of energy exploitation in the UK 20. Revision and consolidation for mock exams. 21. Revision and consolidation for mock exams Fieldwork Date for Lyme Regis: 13th September 2023	16. End of unit revision and consolidation 17. End of unit assessment. 18. End of unit assessment feedback and improvement. 19. Natural hazards - – revision and exam practice. 20. Earthquakes – revision and exam practice. 21. Reducing the effects of tectonic hazards - – revision and exam practice.	9. Hot desert characteristics – revision and exam practice. 10. Hot deserts (Thar)– revision and exam practice. 11. Desertification – revision and exam practice. 12. Coastal landscapes – landforms – revision and exam practice. 13. Coastal landscapes – management – revision and exam practice. 14. River landscapes – landforms - – revision and exam practice. 15. River landscapes – management - – revision and exam practice. 16. Mock exam or mock revision 17. Mock exam or mock revision 18. Mock exam or mock revision		
Core disciplinary knowledge	☐ Data that shows us the economic status of countries, from organisations such office for national statistics ☐ Social media and news articles that inform us on changes to aspects of the UK, such as transportation	☐ Social media and news articles that inform us on resources in the UK ☐ Cartographers who map resources in the UK ☐ Government policies on water pollution in the UK (UKgov website)	☐ *Dependant on the unit of work*	☐ *Dependant on the unit of work*	☐ AQA exam board have researched particular issue to create pre release booklet ☐ Their information comes from news articles, social media, and internet research.