

Year Group	Term	1 and first half of T2	Second half of T2 and T3	T4	5	6
Topic Title		The Challenge of Natural Hazards	Urban Issues and Challenges	The Changing Economic World	Coastal Environments	Field Work
Rationale	Why are you delivering this topic now? How does it fit with the learning journey?	This unit is concerned with the dynamic nature of Tectonic and Climatic hazards, and human interaction with them in a variety of places and at a range of scales. The aims of this unit are to develop an understanding of the tectonic and meteorological processes and features in different environments, and the need for management strategies governed by sustainability and consideration of the direct and indirect effects of human interaction with the Earth and the atmosphere.	This unit is concerned with the built environment and how these change both spatially and temporally. They are studied in a variety of places and at a range of scales and must include places in various states of development, such as higher income countries (HICs), lower income countries (LICs) and newly emerging economies (NEEs). The aims of this unit are to develop an understanding of the factors that produce a diverse variety of human environments; the dynamic nature of these environments that change over time and their management.	This unit is concerned with economic processes, systems and outcomes and how these change both spatially and temporally. They are studied in a variety of places and at a range of scales and must include places in various states of development, such as higher income countries (HICs), lower income countries (LICs) and newly emerging economies (NEEs).	This unit is concerned with the dynamic nature of physical processes and systems along the coast and human interaction with them in a national and local setting. The aims of this unit are to develop an understanding of the geomorphological and biological processes and features in different environments, and the need for management strategies governed by sustainability and consideration of the direct and indirect effects of human interaction with the Earth and the atmosphere. This also allows the delivery of field work at an ideal point in the school year.	Students undertake two geographical enquiries, each of which must include the use of primary data, collected as part of a fieldwork exercise. These are based on the Coastal and Urban aspects. The two enquiries must be carried out in preparation for Paper 3. This half term is also used to consolidate and revisit content and skills developed in the Coastal and Urban topic. Carrying this aspect out in T6 Yr10 also means that this can be a meaningful part of the Nov and March Mock exams in Yr11 allowing students to develop skills and confidence in preparation for final P3.
Prior knowledge	What have pupils already covered that will support?	This topic continues to build on the KS 3 studies of Tectonic hazards and Hazards created by weather and climate and	This topic continues to build on the KS 3 topics of An Urban world, Rich and Poor, Mapping local Areas, Population and Migration	This topic builds on the Development aspect of KS 3, looking more deeply into Economic activities, Rich and poor, population and migration.	This topic builds on the KS3 topics of coasts and the rocks, erosion and weathering aspects of KS3.	The field work and skills aspect during this half term is in preparation for paper 3, both coastal and urban topics underpin this unit of work.
Key knowledge/skills development		Structure of the earth, plate boundaries, volcanoes and earthquakes. LIC/HIC case studies Earthquake- Haiti & Japan- cause, impact and responses. Global circulation model, formation of tropical storms, impacts and management of TS, eg of TS- Haiyan, weather hazards in the UK- eg of UK weather event.	Urbanisation in LIC/HIC, factors affecting urbanisation. Case study of LIC/NEE city (Mumbai) & UK city (London)- challenges and opportunities, sustainable management. Urban redevelopment project- London 2012, sustainable living- BEDZED & Curitiba.	What is Development? How do we measure development? How did the development gap grow? Study of tourism can aid development in LIC's. Study of a NEE- Nigeria and how its economy is developing. Study of the changing British economy and the Post industrial economy.	Types of coastal erosion and transportation, Erosional landforms, depositional landforms. Impacts of coastal erosion, coastal management - Hard and soft engineering. Coastal Management Study of Holderness. Fieldwork- Effectiveness of Groynes at Horsaes.	1. apply knowledge and understanding to interpret, analyse and evaluate information and issues related to geographical enquiry 2. select, adapt and use a variety of skills and techniques to investigate questions and findings and communicate issues in relation to geographical enquiry.
National Curriculum/specification links		3.1 Living with the physical environment; 3.1.1.1 Natural hazards, 3.1.1.2 Tectonic hazards, 3.1.1.3 Weather hazards, 3.1.1.4 Climate change	3.2 Challenges in the human environment; 3.2.1 Section A: Urban issues and challenges	3.2 Challenges in the human environment; 3.2.2 Section B: The changing economic world.	3.1 Living with the physical environment; 3.1.3 Section C: Physical landscapes in the UK; 3.1.3.1 UK physical landscapes, 3.1.3.2 Coastal landscapes in the UK	3.3 Geographical applications; 3.3.2 Section B: Fieldwork
Literacy		Developing written descriptions using key terminology/spellings, correct use and application of subject specific vocab. Development of explanations through discussion and extended writing. Written comparisons of case study material. Justification of choices through written tasks based on impacts and management. Written analysis and evaluation of case study material. Justification of choices through written tasks based on impacts and management. Analysing texts, extended written answers through exam q's with use of a range of connectives to ensure analysis and evaluation.	Analysis of text to gather relevant detail for application of skills in written answers. Developing written descriptions using key terminology/spellings. Correct use and application of subject specific vocab. Development of explanations through discussion and extended writing. Written comparisons of case study material. Justification of choices through written tasks based on impacts and management. Analysing texts, extended written answers through exam q's with use of a range of connectives to ensure analysis and evaluation.	Analysis of text to gather relevant detail for application of skills in written answers. Developing written descriptions using key terminology/spellings. Correct use and application of subject specific vocab. Development of explanations through discussion and extended writing. Written comparisons of case study material. Justification of choices through written tasks based on impacts and management. Analysing texts, extended written answers through exam q's with use of a range of connectives to ensure analysis and evaluation.	Analysis of text to gather relevant detail for application of skills in written answers. Developing written descriptions using key terminology/spellings. Correct use and application of subject specific vocab. Development of explanations through discussion and extended writing. Written comparisons of case study material. Justification of choices through written tasks based on impacts and management. Analysing texts, extended written answers through exam q's with use of a range of connectives to ensure analysis and evaluation.	Analysis of text to gather relevant detail for application of skills in written answers. Developing written descriptions using key terminology/spellings. Correct use and application of subject specific vocab. Development of explanations through discussion and extended writing. Written comparisons of case study material. Justification of choices through written tasks based on impacts and management. Analysing texts, extended written answers through exam q's with use of a range of connectives to ensure analysis and evaluation.
Numeracy		Graphical skills. Numerical skills. Statistical skills. Use of qualitative and quantitative data. Use of data to compare impacts of hazards.	Graphical skills. Numerical skills. Statistical skills. Use of qualitative and quantitative data. Use of data to compare levels of urban issues	Graphical skills. Numerical skills. Statistical skills. Use of qualitative and quantitative data. Use of data to compare levels of development.	Graphical skills. Numerical skills. Statistical skills. Use of qualitative and quantitative data. Calculation of erosion rates. Calculating costings of coastal defences - Cost benefit analysis.	Graphical skills. Numerical skills. Statistical skills. Use of qualitative and quantitative data. Presentation and analysis of collected data.
STEM		Collaboration/communication - working in groups/pairs. Critical thinking analysing and evaluating cause, impact and management of hazards. Research of case study material for h/wk. Creativity in development of EQ/ Storm resistant buildings.	Collaboration/communication - working in groups/pairs. Critical thinking analysing and evaluating cause, impact and management of urbanisation. Research of case study material for h/wk. Creativity/critical thinking in decision making activity - sustainable urban improvements in LIC's. Creativity- desining a sustainable urban living area.	Collaboration/communication - working in groups/pairs. Creativity in designing own measures of development. Critical thinking analysing and evaluating cause, impact and management of the development gap. Analysis of measures of development data. Research of case study material for h/wk. Creativity/critical thinking in decision making activity - Solving the development issue.	Collaboration/communication - working in groups/pairs. Critical thinking analysing and evaluating cause, impact and management of coastal erosion. Research of case study material for h/wk. Creativity/critical thinking in decision making activities-coastal management decision making activity	Collaboration/communication working in groups. Critical thinking developing data collection techniques. Research and inquiry through F/work.
Cross curricular links	What other curriculum areas/skills does the topic link with? When are these taught?	Science: Plate Tectonics 3.4 Geographical skills A range of skills that cross over into numerous subject areas: Graphical skills. Numerical skills. Statistical skills. Use of qualitative and quantitative data. Formulate enquiry and argument. Literacy Most communication is through the written word, raising the importance of good literacy skills.	Historical Links to urbanisation 3.4 Geographical skills A range of skills that cross over into numerous subject areas: Graphical skills. Numerical skills. Statistical skills. Use of qualitative and quantitative data. Formulate enquiry and argument. Literacy Most communication is through the written word, raising the importance of good literacy skills.	History- Industrial revolution 3.4 Geographical skills A range of skills that cross over into numerous subject areas: Graphical skills. Numerical skills. Statistical skills. Use of qualitative and quantitative data. Formulate enquiry and argument. Literacy Most communication is through the written word, raising the importance of good literacy skills.	Science- Rock cycle, weathering, erosion 3.4 Geographical skills A range of skills that cross over into numerous subject areas: Graphical skills. Numerical skills. Statistical skills. Use of qualitative and quantitative data. Formulate enquiry and argument. Literacy Most communication is through the written word, raising the importance of good literacy skills. Business/ Enterprise- cost benefit analysis	3.4 Geographical skills A range of skills that cross over into numerous subject areas: Graphical skills. Numerical skills. Statistical skills. Use of qualitative and quantitative data. Formulate enquiry and argument. Literacy Most communication is through the written word, raising the importance of good literacy skills.
Key vocabulary		Natural Hazard, Plate Tectonics, plate boundaries, destructive, constructive, conservative plate boundary, shield volcano, composite volcano, earthquake, tsunamis, tropical storm,	Urbanisation, LIC, HIC, Push and pull factors, megacity, urban growth, natural increase, migration slums, squatter settlements, Informal employment unemployment waste disposal, air and water pollution, traffic congestion, cultural mix, recreation and entertainment, employment, integrated transport systems, urban deprivation, inequalities, greenfields/brownfield, urban sprawl, urban regeneration.	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, Human Development Index (HDI). Demographic Transition Model, transnational corporations (TNCs), international aid, deindustrialisation, globalisation, post-industrial economy, North, South divide. Transport infrastructure.	weathering processes – mechanical, chemical, mass movement – sliding, slumping and rock falls erosion – hydraulic power, abrasion, attrition, transportation – longshore drift, deposition, headlands and bays, cliffs and wave cut platforms, caves, arches, stacks, beaches, sand dunes, spits and bars, hard engineering – sea walls, rock armour, gabions and groynes, soft engineering – beach nourishment and reprofiling, dune regeneration managed retreat,	

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Term								
Topic Title		River landscapes in the UK	The Living World: Ecosystems, TRF & Cold Environments (Plus Mock Exams and Feedback)	TRF&Cold Environments 2021 Revisiting Economic World (Lock Down Topic)	The challenge of resource management. 2021/2. Optional Unit not to be taught	Revision and Issue evaluation.	REVISION AND EXAM PRACTICE.	SUMMER TERM (Post GCSE)
Rationale	Why are you delivering this topic now? How does it fit with the learning journey?	This unit is concerned with the dynamic nature of physical processes and systems along with a drainage basin and human interaction with them in a national and local setting. The aims of this unit are to develop an understanding of the geomorphological and biological processes and features in different environments, and the need for management strategies governed by sustainability and consideration of the direct and indirect effects of human interaction with the Earth and the atmosphere	This unit is concerned with the dynamic nature of physical processes and systems, and human interaction with them in Tropical Rain forests and cold environments. The aims of this unit are to develop an understanding of the biological and meteorological processes and features in different environments, and the need for management strategies governed by sustainability and consideration of the direct and indirect effects of human interaction with the Earth and the atmosphere. This Half term will also have Non-Mock exams and feedback sessions.	LW: The aims of this unit are to develop an understanding of the biological and meteorological processes and features in different environments, and the need for management strategies governed by sustainability and consideration of the direct and indirect effects of human interaction with the Earth and the atmosphere. EW: This unit is concerned with economic processes, systems and outcomes and how these change both spatially and temporally. They are studied in a variety of places and at a range of scales and must include places in various states of development, such as higher income countries (HICs), lower income countries (LICs) and newly emerging economies (NEEs).	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. An overview of resources in relation to the UK.	This section contributes a critical thinking and problem-solving element to the assessment structure. 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. Lessons based around the Pre release material will be taught on a weekly rota so as to allow steady and continual revision that will build confidence and support ongoing development of knowledge and skills in P3 along side those of P1&2	In this half term there will be post mock exams and exam preparation. As some of the content is quite detailed, this period will focus on knowledge retrieval, exam skills and practice. The units will be rotated on a weekly basis to allow a fair allocation of time to cover each unit on a rolling programme to all the students to build up revision and knowledge retrieval over time. This also allows for time to focus on individual skills and papers and to formulate more bespoke study programmes for pupils.	
Prior knowledge	What have pupils already covered that will support?	This topic builds on the KS3 topic of Rivers and flooding and also applies the key processes of the coastal topic in Y10	This topic builds on KS3 environment and extreme environment units and revisits climate aspect of Natural Hazards unit and some economic aspects in the exploitation of Natural resources.	Pupils were taught EW unit through remote learning and therefore there is some concern amongst student that there are gaps in their knowledge.	This topic build on the KS3 unit managing our needs but also provided the opportunity to revisit, economic and developmental aspects of the human paper and impacts and management of resources and climate change from the industrial paper	Issues Evaluation will draw on any aspect of the 6 units delivered. Until the arrival of the pre release this topic is unknown.	Final revisiting of all units with a key focus on developing pupils' exam skills	
Key knowledge/skills development		Parts of the drainage basin, river long profile, cross profile, erosion, landforms, meanders, depositional landforms, flooding, flood management, UK based case study of river system and UK based flood case study. Use of annotated diagrams, analysis of photos and maps, extended written answers. Focus on exam skills throughout this half term to develop confidence	Function of an ecosystem, eg of British small scale ecosystem, location and structure of TRF, global and regional importance of TRF, adaptations in the TRF, exploitation of TRF and its impacts, management of TRF. Location and characteristics of a cold environment, challenges and opportunities in a CE, management of CE. Essential exam practice and feedback sessions designed to develop understanding and exam technique further.	Revisiting key aspects of the unit to close all gaps and ensure confidence in answering exam questions. What is Development? How do we measure it? How did the development gap grow? Study of tourism and development in LICs. Study of a NEE- Nigeria and how its economy is developing. Study of the changing British economy and the Post industrial economy.	Importance of global resources, access to water, food and energy, differences in food, water and energy security, food water and energy in the UK, sustainable options/alternatives, UK based eg of energy production, LIC/NEE eg of energy production	Use of pre release material to develop analysis and extended written skills. Also and opportunity to revisit given unit.		
National Curriculum/subject links		3.1 Living with the physical environment; 3.1.2 Section C: Physical landscapes in the UK, 3.1.3.1 UK physical landscapes, 3.1.3.3 River landscapes in the UK	3.1 Living with the physical environment; 3.1.2 Section B: The living world, 3.1.2.1 Ecosystems, 3.1.2.2 Tropical rainforests, 3.1.2.4 Cold environments.	3.2 Challenges in the human environment; 3.2.2 Section B: The changing economic world	3.2 Challenges in the human environment; 3.2.3 Section C: The challenge of resource management, 3.2.3.1 Resource management, 3.2.3.4 Energy.	3.3 Geographical applications; 3.3.1 Section A: Issue evaluation		
Literacy		Analysis of text to gather relevant detail for application of skills in written answers. Developing written descriptions using key terminology/spellings. Correct use and application of subject specific vocab. Development of explanations through discussion and extended writing. Written comparisons of case study material. Justification of choices through written tasks based on impacts and management. Analysing texts, extended written answers through exam q's with use of a range of connectives to ensure analysis and evaluation.	Analysis of text to gather relevant detail for application of skills in written answers. Developing written descriptions using key terminology/spellings. Correct use and application of subject specific vocab. Development of explanations through discussion and extended writing. Written comparisons of case study material. Justification of choices through written tasks based on impacts and management. Analysing texts, extended written answers through exam q's with use of a range of connectives to ensure analysis and evaluation.	Analysis of text to gather relevant detail for application of skills in written answers. Developing written descriptions using key terminology/spellings. Correct use and application of subject specific vocab. Development of explanations through discussion and extended writing. Written comparisons of case study material. Justification of choices through written tasks based on impacts and management. Analysing texts, extended written answers through exam q's with use of a range of connectives to ensure analysis and evaluation.	Analysis of text to gather relevant detail for application of skills in written answers. Developing written descriptions using key terminology/spellings. Correct use and application of subject specific vocab. Development of explanations through discussion and extended writing. Written comparisons of case study material. Justification of choices through written tasks based on impacts and management. Analysing texts, extended written answers through exam q's with use of a range of connectives to ensure analysis and evaluation.	Specific focus on analysis of a range of source texts provided in pre release material and the selection and use of relevant evidence in written answers. Use of evidence to develop and justify arguments in extended answers.		
Numeracy		Graphical skills. Numerical skills. Statistical skills. Use of qualitative and quantitative data. Calculation of erosion rates. Calculating costings of food management strategies - Cost benefit analysis.	Graphical skills. Climate graphs. Numerical skills/Statistical skills comparing rates of deforestation. Use of qualitative and quantitative data. Use of alternative data representation techniques in prep for exam (g)	Graphical skills. Numerical skills. Statistical skills. Use of qualitative and quantitative data. Formulate enquiry and argument.	Graphical skills. Numerical skills. Statistical skills. Use of qualitative and quantitative data.			
STEM		Collaboration/communication - working in groups/pairs. Critical thinking analysing and evaluating cause, impact and management of flooding. Research of case study material for hwk. Creativity in decision making activity- food management.	Collaboration/communication - working in groups/pairs. Research of case study material for hwk. Creativity designing a TRF/polar animal. Critical thinking/creativity in decision making activity- sustainable forest management.	Collaboration/communication - working in groups/pairs. Creativity in designing own measures of development. Critical thinking analysing and evaluating cause, impact and management of the development gap. Analysis of measures of development data. Research of case study material for hwk. Creativity/critical thinking in decision making activity - Solving the development issue.	Collaboration/communication - working in groups/pairs. Critical thinking analysing and evaluating cause, impact and management of the resource issue. Analysis of measures of development data. Research of case study material for hwk. Creativity/critical thinking in decision making activity.			
Cross curricular links	What other curriculum areas/skills does the topic link with? When are these taught?	Science- Weathering, rock cycle 3.4 Geographical skills A range of skills that cross over into numerous subject areas: Graphical skills. Numerical skills. Statistical skills. Use of qualitative and quantitative data. Formulate enquiry and argument. Literacy. Most communication is through the written word, raising the importance of good literacy skills. Business/Enterprise- cost benefit analysis.	Science- Ecosystems and Biodiversity. 3.4 Geographical skills A range of skills that cross over into numerous subject areas: Graphical skills. Numerical skills. Statistical skills. Use of qualitative and quantitative data. Formulate enquiry and argument. Literacy. Most communication is through the written word, raising the importance of good literacy skills.	History- Industrial revolution. 4 Geographical skills A range of skills that cross over into numerous subject areas: Graphical skills. Numerical skills. Statistical skills. Use of qualitative and quantitative data. Formulate enquiry and argument. Literacy. Most communication is through the written word, raising the importance of good literacy skills.	Science- Resources, climate change renewable energy. Food- healthy diet. 3.4 Geographical skills A range of skills that cross over into numerous subject areas: Graphical skills. Numerical skills. Statistical skills. Use of qualitative and quantitative data. Formulate enquiry and argument. Literacy. Most communication is through the written word, raising the importance of good literacy skills.	Dependent on topic being assessed		
Key vocabulary		Fluvial processes: erosion; hydraulic action; abrasion; attrition; solution; vertical and lateral erosion transportation - traction, saltation, suspension and solution; deposition; interlocking spurs, waterfalls and gorges; meanders and ox-bow lakes; levees; flood plains; estuaries; flood risk - precipitation, geology, relief land use; hydrographs - hard engineering - dams and reservoirs, straightening, embankments, flood relief channels soft engineering - flood warnings and preparation, flood plain zoning, planting trees and river restoration.	natural system, producers, consumers, decomposers, food chain, food web and nutrient cycling. Interdependence, adaptation, biodiversity, rainforest sustainably - selective logging and replanting, conservation and education, ecotourism and international agreements, debt reduction, fragile environments.	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, Human Development Index (HDI), Demographic Transition Model; transnational corporations (TNCs), international aid, deindustrialisation, globalisation, post-industrial economy, North, South divide, Transport infrastructure.	seasonal food, organic produce carbon footprints, food miles, agribusiness organic farming, supply and demand, deficit and surplus, calorie intake, energy consumption and supply, renewable (biomass, wind, hydro, tidal, geothermal, wave and solar) and nonrenewable (fossil fuels and nuclear power) sources of energy			