

Geography 5 Year Curriculum Plan

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Teaching and Learning Vision

Knowledge is power. Information is liberating.

Kofi Annan

At Smith's Wood Academy, we believe all students, whatever their background, are able to become **experts** in the disciplines that they study. Their expertise will be achieved through quality teaching and the dissemination of deep knowledge by highly skilled and knowledgeable subject experts. The Mastery approach to teaching will prevail – in every classroom, every lesson, every day.

Our students have the right to be introduced to **deep knowledge** and a **wealth of information** from the spectrum of subjects that they study. They will be introduced to, and understand, theories and principles that have influenced, continue to influence, and will influence in the future, the world in which they live. They will be prepared to fully engage in academic discussion about their learning.

This learning will secure a successful place in society for our students. They will go further than they ever thought possible.

Teaching and Learning Vision for the Humanities Faculty (Geography)

The Humanities team is dedicated to mastering knowledge, understanding and inspiring curiosity in our world.

We can turn every learner into a global citizen with an awareness of the challenges faced by physical landscapes and the environment. A global citizen who also understands the impact of development on every aspect of life and the very real impacts of poverty, resource depletion and climate change on the global population.

At the end of Year 11 students in **Geography** will....

Know...

- The causes, impacts and responses of / to a range of natural hazards;
- The evidence for and causes, impacts of / responses to climate change;
- The characteristics, challenges and management to / of a range of global ecosystems;
- The characteristics, formation, challenges and management to / of physical landscapes in the UK;
- The characteristics, challenges, opportunities and management to / of urban environments in NEE/LIC urban areas;
- The characteristics, challenges, opportunities and management to / of urban environments in HICs, including the UK;
- The characteristics, indicators, causes of and strategies to reduce the development gap;
- The characteristics, challenges and management to / of the economy of Newly Industrialised Countries;
- The characteristics, challenges and developments to / of the economy of the UK;
- The characteristics, challenges, opportunities and strategies for / of a range of resources;
- How to use a range of cartographic, statistical and graphical skills to conduct a Geographical enquiry.

Understand...

- That natural hazards are caused by a complex range of physical processes and that the severity of their impacts are determined by a range of factors;
- That climate change is caused by a complex range of physical and human processes that is accepted by most as reliable theory backed up by evidence;
- That the severity of the impact of climate change is determined by a range of factors;
- That there is a range of ecosystems on the planet with unique characteristics influenced by a range of physical and human factors;
- That each ecosystem is facing a range of physical and human challenges and there are strategies in place to reduce the impact of these challenges;
- That there is a range of physical landscapes in the UK with unique characteristics influenced by a range of physical and human factors;
- That each landscape is facing a range of physical and human challenges and there are strategies in place to reduce the impact of these challenges;

- That cities in the developing world have unique characteristics that mean they face a number of challenges and there are strategies in place to reduce the impact of these challenges;
- That cities in the developed world also face challenges different to those face by cities in the developing world and as such the strategies to reduce their impacts are different;
- There is a gap in terms of wealth and other similar measures between countries in the developing and developed world and that there are a number of strategies designed to narrow the gap;
- That the economies of countries in the developed and developing world have different characteristics and challenges;
- There are a range of resources across the planet including food, water and energy each facing different challenges;
- There a number of theories related to the use of and response to resources;
- There are strategies designed to reduce the cause and impact of resource shortages.

Be able to...

- Write at length to explain how natural hazards have affected specific countries making specific reference to accurate and relevant case studies and examples;
- Write at length presenting evidence that exists for the cause and impact of climate change making reference to relevant case studies;
- Write at length explaining why the development of the countries affected by natural hazards and climate change is the most influential factor in determining the severity of impacts;
- Write at length demonstrating a knowledge of the nature of pressures faced by each of the world's major eco-systems;
- Recognise the characteristics of UK landscapes through interpretation of information sources and write at length to explain their formation;
- Write at length describing and explaining the characteristics of cities in the developing work making specific reference to accurate and relevant case studies and examples
- Write at length demonstrating an awareness of the cause of the development gap making reference to specific and relevant case studies and examples;
- Demonstrate an understanding of the economic characteristics of specific developed and developing countries and to write in depth about the differences between them;
- Write at length evaluating the impact of and response to resource shortages making specific reference to accurate and relevant case studies.

Have been exposed to the following texts (TBC)

Additional articles and papers on:

- Malthus and Boserup – population & resources;
- Climate change – evidence for / against and potential impacts of;
- Globalisation – definition and causes of;
- Causes of international migration with reference to contemporary case studies;
- The age of miracles - Karen Thompson Walker
- Planet of slums – Mike Davis

Have been exposed to the following knowledge and theories that span beyond the GCSE specification

- The water cycle – global distribution and size of major stores of water. Processes responsible for changes in these stores over time including evaporation, condensation, cloud formation and causes of precipitation;
- The carbon cycle - global distribution and size of major stores of water. Processes responsible for changes in these stores over time including photosynthesis, respiration, decomposition, combustion and weathering.
- The nature of tropical storms and their underlying causes;
- The nature of wildfires and their underlying causes;
- The economic, social and political changes associated with globalisation;
- Contemporary urban issues – urban waste, urban drainage and urban heat islands;
- Theories related to population growth and resource use including Malthus and Boserup;
- International migration – refugees, asylum seekers and economic migrants – environmental and socio-economic causes. Implications of migration.

Developed their cultural and social capital through the following extra-curricular work (TBC)

5 Year Curriculum Plan

Year 7 Geography at Smith's Wood Academy

The Smith's Wood Year 7 Geography curriculum prepares students to develop their knowledge and understanding of all key themes in Geography. Pupils will start to develop their geographical thinking by embedding the key geographical skills needed throughout their journey to becoming a global citizen with a deeper awareness of the world they live in. Students will study contemporary issues in geography by evaluating food management across the world and the challenge of and solutions to climate change. Students will be encouraged to develop a passion for both human and physical geography by studying extreme isolated environments and the spectacle of the current urban world. Students will begin to learn key theory behind river characteristics and formation ahead of fieldwork at a GCSE level.

Year 7 Units of Study

Length of unit

Unit 1	<h4>Our geographical world</h4> <p>Topics: Human/Physical Geography, Continents, Countries and Oceans, UK Geography (urban, rural), Geography of Birmingham, Contemporary Human Issues (News focused), Contemporary Physical Issues (News focused), Contemporary Environmental Issues (News focused)</p> <p>Topic to include a baseline assessment</p> <p>Skills/ Question types: Location, identification description, explanation</p>	4 weeks
Unit 2	<h4>Cold environments</h4> <p>Topics: Characteristics of Cold Environments, Climate of Cold Environments, Adapting to Cold Environments, Opportunities in Cold Environments, Challenges in Cold Environments, Tourism in Cold Environments, Protecting Cold Environments, What is a Glaciated Area?, Glacial Processes, Glacial Erosion Landforms, Glacial Deposition Landforms, Identifying Glacial Landforms on an OS Map</p> <p>Skills/ Question types: Identification, description, explanation, OS map skills</p> <p>Case Studies: Antarctica, Arctic Circle, Lake District</p>	6 weeks
Unit 3	<h4>Africa and food management</h4> <p>Topics: Introduction to Africa, History of Africa, Misconceptions of Africa, Malaria and Poverty, Technology and Africa, How does Food Connect us to Africa? (Food Miles), Food Supply and Security in Africa, Impacts of Food Insecurity, Increasing Food Supply, Sustainable Food Supply, Increasing Food and Water Supply in Africa, Resource Conflict</p> <p>Skills/ Question types: Description, explanation, justification, evaluation</p>	6 weeks
Unit 4	<h4>Go green, climate change and energy management</h4> <p>Topics: Our warming planet, Causes of Global Warming, Impacts of Global Warming, Solutions to Global Warming, Global Energy Supply, Sustainable Energy Supply, Sustainable Buildings (Eco-Schools),</p>	6 weeks

	Sustainable Energy Use at Home, Local Sustainable Energy Scheme (Case Study), Waste Disposal, Waste Impacts Skills/ Question types: Description, explanation, evaluation Case Studies: Bedzed, Chambamontera micro-hydro scheme	
Unit 5	The urban world Topics: World Cities, City Growth (NI and rural to urban migration), UK population distribution, Importance of Birmingham, Social and Economic Opportunities in Birmingham, Environmental Impacts of Urban Growth, Creating a Clean Environment in Birmingham, Transport Solutions in Birmingham, Regeneration in Birmingham, Growth of LIC cities, Introducing Lagos, Challenges in LIC cities (Makoko in Lagos), Opportunities in LIC cities (Makoko in Lagos), Managing Slums in Lagos Case Studies: Birmingham, Makoko (Lagos)	7 weeks
Unit 6	Rivers and map skills Topics: Hydrological cycle, Drainage Basins, Long and Cross Profile, River Processes, Upper Course Characteristics and Landforms, Middle Course Characteristics and Landforms, Lower Course Characteristics and Landforms, Identifying river features on maps, Causes of Flooding, Responses to Flooding, HIC Flooding Case Study, LIC Flooding Case Study, Flood Response mini issue evaluation Skills: The following map skills are to be integrated in the rivers topic; OS Symbols, OS grid references, Contour Lines, Calculating Scale	9 weeks
Year 8 Geography at Smith's Wood Academy		
The Smith's Wood Year 8 Geography curriculum continues in the development of a passion for both human and physical geography and introduces them to decision-making and problem solving skills they will require at a GCSE level for the topic of weather hazards. Students will understand patterns of population and migration across the world, paying close attention to how this can be managed, to ensure they have cultural capital about the world they live in. Students will study the contemporary concept of globalization and how this has affected the globe in a plethora of ways. Weather hazards and tectonics will feature heavily in the curriculum to inspire an understanding and love for physical geography. These topics build a foundation of knowledge and skills to enable a passion for geography and a student who is prepared to start GCSE content in year 9.		
Year 8 Units of Study		Length of unit
Unit 1	Population Content / Knowledge: Population density; Characteristics of the populations of countries at different levels of development; The Demographic transition model; Population structure; Population pyramids; Causes and impacts of over and under population; Managing over and under population; Migration – reasons for, impacts of; Difference between refugees, asylum seekers, economic migrants, illegal immigrants; The changing population of the UK. Case studies: China One Child Policy, USA – Mexico, EU migration – Poland to UK.	8 weeks
Unit 2	Weather hazards	8 weeks

	<p>Content / Knowledge: Global atmospheric circulation; High and low pressure weather; Tropical storms – formation, impacts and management; Tornadoes - formation, impacts and management; UK weather hazards – what does the UK normally experience?</p> <p>Case studies: Typhoon Haiyan; Hurricane Katrina; Oklahoma / Moore tornado;</p>	
Unit 3	<p>Issue evaluation: Weather hazards</p> <p>Content / Knowledge: Is the weather of the UK changing? Is the UK experiencing more extreme weather? Is the climate of the UK changing? Is change in the UK connected to global climate change?</p> <p>Case studies: Extreme weather events in the UK since 2000.</p>	4 weeks
Unit 4	<p>Tectonics</p> <p>Content / Knowledge: The structure of the earth; Crust characteristics; Plate margin processes, landforms, hazards (constructive, destructive & conservative); Earthquakes – causes, impacts, management / responses; Volcanic eruptions – causes, impacts, management / responses; Tsunamis – causes, impacts, management / responses.</p> <p>Case studies: Chile & Nepal earthquakes; Volcano case study?;</p>	9 weeks
Unit 5	<p>Globalisation</p> <p>Content / Knowledge: Definition of Globalisation; The Global economy; Causes of Globalisation; Impacts (social, economic, environmental) of Globalisation – developed and developing world; Transnational corporations; Sweatshops in LICs; The connection between HICs and LICs and globalisation.</p> <p>Case studies: TNC – Nike; Countries – India and others.</p>	9 weeks

Year 9 Geography at Smith's Wood Academy

The Smith's Wood Year 9 Geography curriculum focuses on the living world and urban issues and challenges. This curriculum allows students to study contrasting areas and environments in great depth to understand the development, characteristics, opportunities, problems, solutions and improvements of tropical rainforests, hot deserts and a number of urban areas throughout LICs and HICs. Students will be developing knowledge on human/physical geography alongside urban/rural. There is a focus on explanation and evaluation of specific case studies. Students will practice and develop decision-making skills based on the AQA prerelease specimen paper for the urban world. There will be a large focus on sustainability across all environments and areas studied, looking in great depth at the sustainable management of an urban area and its resources.

Pupils will be prepared throughout the year to consolidate their new knowledge and develop their explanation, evaluation and justification skills.

Year 9 Units of Study

Length of unit

Unit 1	The living world: Tropical rainforests	6 weeks
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	<p>Key Ideas: Ecosystems exist at a range of scales, characteristics of the tropical rainforest ecosystems. Deforestation and management of tropical rainforests.</p> <p>Topics: Ecosystems: interrelationships within a natural system, small-scale and world ecosystems, Food chains and nutrient cycle, characteristics of the tropical rainforest, plant and animal adaptations, biodiversity. Rates of deforestation and strategies used to manage the rainforest sustainably.</p> <p>Examples / Case Study: Any small-scale ecosystem – hedgerow, woodland, sand dune, pond: Epping Forest, Amazon / Malaysia – causes of deforestation and impact of deforestation Malaysia – Sustainable management of the rainforest.</p> <p>Skills: Map skills – location of ecosystems, climate graph – drawing and interpreting,</p>	
Unit 2	<p>The living world: Hot deserts</p> <p>Key Ideas: Characteristics of hot deserts, development of hot deserts, Desertification.</p> <p>Topics: The physical characteristics of the hot deserts, interrelationships within the natural system, plants and animals adaptation. Development opportunities in a hot desert, challenges of developing hot deserts. Causes of desertification and strategies used to reduce desertification.</p> <p>Examples / Case Study: Thar Desert or Western Desert USA.</p> <p>Skills: Map skills, climate graph, graph skills.</p>	6 weeks
Unit 3	<p>Urban issues and challenges: The urban world</p> <p>Key Ideas: Urban change, Urban growth, Shanty Towns, Managing Urban Growth</p> <p>Topics: Global pattern of urban change, differences in urban trends between HICs and LICs, Factors affecting urbanisation, Emergence of mega-cities, Urban growth in Rio: location, cause of growth, opportunities, challenges and improvements to the quality of life in Rio.</p> <p>Examples / Case Study: Rio – Rochina Self Help Schemes, Favela Bairro Project.</p> <p>Skills: graph skills, mapskills, GIS,</p>	7 weeks
Unit 4	<p>Urban issues and challenges: Urban change in the UK</p> <p>Key Idea: Urban change in the UK, Urban growth, Impact of migration.</p> <p>Topics: Overview of distribution of population and the major cities in the UK, Birmingham: location and importance, impact of migration on the city, opportunities, challenges, regeneration.</p> <p>Examples / Case Study: Birmingham – Grand Central.</p> <p>Skills: GIS, map skills, fieldwork opportunity to Grand Central, graph skills.</p>	7 weeks
Unit 5	<p>Issue evaluation: Urban world – Specimen assessment 1</p> <p>Key Idea: Focusing on critical thinking and problem-solving element to assessment structure</p>	6 weeks

	<p>Topics: Urbanisation to cities in LICs and NEEs, environmental problems caused in urban areas, Urban areas and natural hazards, Improving standards of living in LIC/NEE urban areas.</p> <p>Examples / Case Study: Nigeria, Brazil, Kolkata</p> <p>Skills: map skills, decision making and problem solving, graph skills</p>	
Unit 6	<p>Urban issues and challenges: Sustainable urban development</p> <p>Key Idea: Sustainable management in urban areas.</p> <p>Topics: water and energy conservation, waste recycling, creating green space. Urban transport strategies.</p> <p>Examples / Case Study: London or Freiberg.</p> <p>Skills: map skills, decision making.</p>	7 weeks

Year 10 Geography at Smith's Wood Academy

The Smith's Wood Year 10 Geography curriculum focuses on the challenge of natural hazards, the challenge of resource management and the physical landscapes of rivers in the UK. Students will focus on the incidence and theory behind natural hazards, the effects of such hazards and how they can be managed. With theory feeding through from year 8 curriculum, real case studies will be required to consolidate knowledge and understanding of the variance of effects dependent on location and wealth of an area. Climate change will be focused on and developed by studying the enhanced greenhouse effect and theories behind all causes of climate change. The contemporary issue of resource management will enable students to evaluate global issues and how these impact socially, economically and environmentally on a global to local scale. River landscapes in the UK will be studied to consolidate understanding of the theory behind the characteristics of river landscapes in the UK and the formation of features. This will feed into fieldwork on the changing long profile of a river, and will account for the physical fieldwork required at GCSE. This fieldwork is essential for students to consolidate and extend geographical understanding by relating theory to real experiences in the field.

Year 10 Units of Study		Length of unit
Unit 1	<p>The challenge of natural hazards: Tectonic hazards</p> <p>Key Idea: Risks of natural hazards, processes causing earthquakes and volcanoes, the effects of and responses to a tectonic hazard vary between areas of contrasting levels of wealth, management of tectonic hazards.</p> <p>Topics: define natural hazards, types of natural hazards, factors affecting hazard risk, plate tectonic theory, distribution of earthquakes and volcanoes, physical processes at each type of plate margin, primary and secondary effects of the Nepal and Chile earthquakes, immediate and long term responses to the Nepal and Chile earthquakes. Reasons why people live in tectonic areas. Monitoring, prediction, protection and planning can reduce the risks from a tectonic hazard.</p> <p>Examples / Case Study: Nepal and Chile.</p> <p>Skills: map skills, GIS, data analysis, graph skills, diagram drawing / annotating.</p>	6 weeks
Unit 2	<p>The challenge of natural hazards: Weather hazards</p>	6 weeks

	<p>Key Idea: Global atmospheric circulation, tropical storms develop because of particular physical conditions, impact of Typhoon Haiyan, UK weather hazards, Impact of Somerset Floods in the UK.</p> <p>Topics: Global atmospheric circulation model, pressure belts and surface winds, distribution of tropical storms, relationship between tropical storms and general atmospheric circulation, cause of tropical storms and sequence of their formation and development, structure and features of a tropical storm, impact of climate change on distribution, frequency and intensity of tropical storms. Primary and secondary effects of tropical storms, immediate and long-term responses to a tropical storm, monitoring, prediction, protection and planning can reduce the effects of a tropical storm. Weather hazards experienced in the UK, Somerset floods: cause, SEE impacts, management strategies can reduce risk, evidence that weather is becoming extreme in the UK.</p> <p>Examples / Case Study: Typhoon Haiyan. Somerset Floods (Dec 2013 – March 2014).</p> <p>Skills: map skills, graph skills.</p>	
Unit 3	<p>The challenge of natural hazards: Climate change</p> <p>Key Idea: Climate change is the result of natural and human factors and has a range of effects. Managing climate change.</p> <p>Topics: Evidence for climate change, possible causes of climate change, natural and human factors, effects of climate change on people and the evidence, managing climate change: mitigating and adapting,</p> <p>Examples / Case Study: The enhanced greenhouse effect</p> <p>Skills: Graph skills, map skills.</p>	4 weeks
Unit 4	<p>The challenge of resource management: Resource management</p> <p>Key Idea: Food, water and energy are fundamental to human development, the changing demand and provision of resources in the UK creates opportunities and challenges,</p> <p>Topics: 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: food, water, energy.</p> <p>Examples / Case Study: UK</p> <p>Skills: map skills, maths skills – food miles calculation, CO2 calculations, graph skills.</p>	5 weeks
Unit 5	<p>The challenge of resource management: Water management</p> <p>Key Idea: Demand for water resources is rising globally but supply can be insecure, which may lead to conflict. Different strategies can be used to increase water supply.</p> <p>Topics: Areas of surplus (security) and deficit (insecurity): global patterns, reasons for increasing consumption, factors affecting</p>	4 weeks

	<p>availability. Impacts of water insecurity. Strategies to increase water supply: diverting supplies and increasing storage. Water transfer scheme. Sustainable resource future</p> <p>Examples / Case Study: China, Water Aid schemes / Rainwater harvesting India.</p> <p>Skills: map skills, GIS, graph skills,</p>	
Unit 6	<p>Physical landscapes in the UK: River landscapes</p> <p>Key Idea: The shape of river valleys changes as rivers flow downstream. Distinctive fluvial landforms result from different physical processes. Different management strategies that widely used to protect river landscapes from the effects of flooding. Flood management scheme.</p> <p>Topics: The long profile and changing cross profile of a river and its valley. Fluvial processes: erosion, transportation, deposition. Characteristics and formation of landforms resulting from erosion and deposition. How physical and human factors affect the flood risk – precipitation, geology, relief and land use. The use of hydrographs to show the relationship between precipitation and discharge. The costs and benefits of the following management strategies: hard engineering and soft engineering.</p> <p>Examples / Case Study: River Severn,</p> <p>Skills: map skills, GIS, graph skills, diagrams and annotations, decision-making exercise.</p>	7 weeks
Unit 7	<p>Fieldwork: Rivers</p> <p>Key Idea: The shape of river valleys changes as rivers flow downstream.</p> <p>Topics: Students to carry out an investigation on the changing cross profile of a river. Fluvial processes: erosion, transportation, deposition. Study the impact of human activity on the river.</p> <p>Examples / Case Study: Carding Mill Valley</p> <p>Skills: map skills, graph skills, cartographic skills, numerical skills, use of qualitative and quantitative data, formulation of enquiry and argument.</p>	5 weeks
<p>Year 11 Geography at Smith's Wood Academy</p> <p>The Smith's Wood Year 11 Geography curriculum focuses on the changing economic world and physical landscapes in the UK. Students will develop an understanding of the variance in development throughout the world and the indicators showing such development in HICs and LICs. Students will be able to evaluate the opportunities and challenges associated with development and undertake a comparison between many case studies. There will be a focus on how the economy of the UK has changed since the 1800s, to ensure students understand the structure of the UK economy and how it has developed. This will feed into fieldwork on improving transport infrastructure in the UK, and will look mainly at human geography, but how this influences physical geography. This fieldwork is essential for students to consolidate and extend geographical understanding by relating theory to real experiences in the field. The physical landscapes of coasts in the UK will also be studied to provide students with a wide range of knowledge on the variation of landscapes throughout the UK.</p>		
<p>Year 11 Units of Study</p>		<p>Length of unit</p>

<p>Unit 1</p>	<p>The changing economic world: The development gap</p> <p>Key Ideas: There are global variations in economic development and quality of life. Various strategies exist for reducing this global development gap.</p> <p>Topics: Our unequal world (global variations in economic development and quality of life), measuring development (economic and social indicators). The Demographic Transition Model (how development levels are linked). Changing population structures (contrasting countries changing population structures – Mexico and Japan). Causes of uneven development (physical, economic and historical causes). Uneven development effects (inequalities of wealth and health, migration). Reducing the gap through investment and industrial development. Reducing the gap using aid and technology (Goat Aid from Oxfam). Reducing the gap using fair trade (Ugandan coffee farmers). Reducing the gap using debt relief (Grameen Bank). Reducing the gap through tourism (Jamaica).</p> <p>Case Studies: Mexico vs. Japan, Oxfam, Ugandan coffee farmers, Grameen Bank, Jamaica</p> <p>Skills: Maths / graph skills – development comparison, graphs skills – interpreting population pyramids,</p>	<p>6 weeks</p>
<p>Unit 2</p>	<p>The changing economic world: Nigeria: a Newly-Emerging Economy</p> <p>Key Ideas: Some LICs and NEEs are experiencing rapid economic development, which leads to significant social, environmental and cultural change.</p> <p>Topics: Nigeria's importance (location, global and regional importance). Exploring Nigeria (social, political, cultural and environmental aspects of Nigeria). Nigeria in the wider world (Nigeria's changing relationships with the wider world – political links and trading relationships). Nigeria's changing economy (how the industrial structure has and is changing). The impacts of transnational corporations (the role of TNCs in Nigeria's development). International aid impacts (what, why and effects of aid in Nigeria). Managing environmental issues (environmental impacts of economic development in Nigeria and how this is managed). Quality of life in Nigeria (how economic development has affected quality of life).</p> <p>Case Studies: Nigeria – key facts, global relations, TNCs (Unilever, Shell), aid (Aduwan Health Centre).</p> <p>Skills: Map skills – locating Nigeria, maths skill – percentages of economic structure.</p>	<p>3 weeks</p>
<p>Unit 3</p>	<p>The changing economic world: The changing UK economy</p> <p>Key Ideas: Major changes in the economy of the UK have affected, and will continue to affect, employment patterns and regional growth.</p> <p>Topics: Changes in the UK economy (recent years to present, different employment sectors). A post-industrial economy (the development of the UK's post-industrial economy). UK science and business parks. Environmental effects of industry (impacts on the</p>	<p>4 weeks</p>

	<p>physical environment and sustainable ways of reducing the impacts). Changing rural landscapes in the UK (social and economic changes in two contrasting rural areas – Outer Hebrides and South Cambridgeshire). Changing transport infrastructure (UK's improvements and new developments to roads, railways, ports and airports). The north south divide (the regional differences and inequalities in the UK and strategies to reduce). The UK in the wider world (the UK's global relations in trade, culture, transport and electronic communication) UK's economic and political links (including European Union and the Commonwealth).</p> <p>Case Studies: The UK – quaternary sector (British Antarctic Survey), science and business parks (Southampton University Science Park, Cobalt Business Park), environmental impacts of industry (Torr Quarry), transport infrastructure (South-West super highway, London's Crossrail, Liverpool2, Expansion of London airports), north-south divide (Enterprise Zones); HS2</p> <p>Skills: Maths skills – sectors of employment percentages/ pie charts for different years, map skills – location of UK and all case studies within the UK.</p>	
Unit 4	<p>Fieldwork: The changing UK economy</p> <p>Key Idea: The need for, opportunities and challenges of improving transport infrastructure in the UK</p> <p>Topics: Changes in the UK economy; Changing transport infrastructure (UK's improvements and new developments to roads and railways); The north-south divide.</p> <p>Examples / Case Study: London's Cross rail; HS2</p> <p>Skills: map skills, graph skills, cartographic skills, numerical skills, use of qualitative and quantitative data, formulation of enquiry and argument.</p>	2 weeks
Unit 5	<p>Physical landscapes in the UK: Coastal landscapes</p> <p>Key Ideas: A number of physical processes shapes the coast; distinctive coastal landforms are the result of rock type, structure and physical processes, different management strategies can be used to protect coastlines from the effects of physical processes.</p> <p>Topics: Wave types and their characteristics, Weathering and mass movement (processes at the coast). Coastal marine processes (erosion and deposition). Coastal erosion landforms. Coastal deposition landforms. Coastal landforms at Swanage (the landforms found at Swanage and a study of the erosion and deposition). Managing coasts through hard engineering. Managing coasts through soft engineering. Managing coasts managed retreat. Coastal management case study at Lyme Regis.</p> <p>Case Studies: Coastal landforms (Swanage), coastal management (Lyme Regis)</p> <p>Skills: map skills – locating case studies and landforms.</p>	4 weeks
Unit 6	<p>Pre-release and revision</p>	

	Sustainable urban development	Sustainable urban development	Sustainable urban development	Sustainable urban development	Sustainable urban development	Sustainable urban development	
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Year 10

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn Term 1	Challenge of natural hazards: Tectonic hazards	Challenge of natural hazards: Tectonic hazards	Challenge of natural hazards: Tectonic hazards	Challenge of natural hazards: Tectonic hazards	Challenge of natural hazards: Tectonic hazards	Challenge of natural hazards: Tectonic hazards	Challenge of natural hazards: Weather hazards
Autumn Term 2	Challenge of natural hazards: Weather hazards	Challenge of natural hazards: Weather hazards	Challenge of natural hazards: Weather hazards	Challenge of natural hazards: Weather hazards	Challenge of natural hazards: Weather hazards	Challenge of natural hazards: Climate change	Challenge of natural hazards: Climate change
Spring Term 1	Challenge of natural hazards: Climate change	Challenge of natural hazards: Climate change	Challenge of resource management: Resource management	Challenge of resource management: Resource management	Challenge of resource management: Resource management	Challenge of resource management: Resource management	Challenge of resource management: Resource management
Spring Term 2	Challenge of resource management: Water management	Challenge of resource management: Water management	Challenge of resource management: Water management	Challenge of resource management: Water management	Physical landscapes in the UK: River landscapes	Physical landscapes in the UK: River landscapes	
Summer Term 1	Physical landscapes in the UK: River landscapes	Physical landscapes in the UK: River landscapes	Physical landscapes in the UK: River landscapes	Physical landscapes in the UK: River landscapes	Physical landscapes in the UK: River landscapes		
Summer Term 2	Fieldwork: Rivers	Fieldwork: Rivers	Fieldwork: Rivers	Fieldwork: Rivers	Fieldwork: Rivers	Fieldwork: Rivers	

Year 11

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
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Autumn Term 1	The changing economic world: The development gap	The changing economic world: The development gap	The changing economic world: The development gap	The changing economic world: The development gap	The changing economic world: The development gap	The changing economic world: The development gap	The changing economic world: Nigeria: a Newly-Emerging Economy
Autumn Term 2	The changing economic world: Nigeria: a Newly-Emerging Economy	The changing economic world: Nigeria: a Newly-Emerging Economy	The changing economic world: The changing UK economy	The changing economic world: The changing UK economy	The changing economic world: The changing UK economy	The changing economic world: The changing UK economy	Fieldwork: The changing UK economy
Spring Term 1	Fieldwork: The changing UK economy	Physical landscapes in the UK: Coastal landscapes	Physical landscapes in the UK: Coastal landscapes	Physical landscapes in the UK: Coastal landscapes	Physical landscapes in the UK: Coastal landscapes	Revision	Revision
Spring Term 2	Revision	Revision	Revision	Revision	Revision	Revision	
Summer Term 1	Revision	Revision	Revision	Revision	Revision		
Summer Term 2							

