

# Geography 5 Year Curriculum Plan

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## Trust Curriculum Policy Extract

The Trust curriculum ensures all pupils in the Trust experience a rich, broad and balanced experience, reflecting the FMAT mission of `Enriching lives, transforming futures`. **We want all our pupils to experience the joy and wonder of learning.**

We place a strong emphasis on nurturing the spiritual, moral, social and cultural development of pupils, along with a firm commitment to developing pupils' resilience and character **through the acquisition of life skills**. We are preparing all our pupils to contribute positively to modern British society **and have a suitable career and destination**. All pupils have the entitlement to study a rich and varied curriculum

### The Trust values permeate the curriculum

**Excellence:** a curriculum of the highest quality to ensure excellent outcomes

**Dedication:** we believe there is dignity in hard work

**Ambition:** we want the very best for all of our students.

**Integrity:** moral purpose will underpin the curriculum decisions we make for our pupils

**Tradition:** British values, literacy and numeracy underpin the curriculum

A well-constructed curriculum will lead to good results because these results will reflect what pupils have learned. The curriculum is the progression model, enabling pupils to **know more, remember more and be able to do more**.

## Teaching and Learning Vision

*Knowledge is power. Information is liberating.*

Kofi Annan

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 – 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 **Geography** Department

In **Geography**, our intent is to promote a curiosity about the world and allow students to formulate a holistic knowledge of the subject that builds key geographical skills in order to help them to reach the high levels of geographical understanding. Teaching will equip students with knowledge about diverse natural and human environments, together with a deep understanding of the Earth's key processes and the links between this all. It is through these skills that the department aims to develop geographers capable of describing, explaining and evaluating the impacts that the natural world has upon human activity, and the roles that humans play in the changing face of the natural world.

We can turn every learner into an expert in **Geography**, at the same time as developing a love for the subject.

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

### Know...

- By the end of Year 11, students will know the relative substantive and disciplinary knowledge that is required for the GCSE specification. They will know and understand the concept of both place and space and be able to identify continents, countries and oceans accurately and confidently.
- By the end of Year 11 students will also know the impacts that humans have upon the world, including their impacts on climate, natural hazards and biomes. They will be able to identify and discuss ideas around plant and animal adaptations and the links to the changing climate. Students will know the variety of different hazards that occur across the world and will be able to discuss their consequences on people and the environment in different scenarios.
- By the end of Year 11, students will also know how interlinked the world is. They will know about trade and resources and how the demand for resources is increasing due to the world population. They will know about development across the world and the reasons for uneven development as well as uneven population growth.
- By the end of Year 11, students will know what it is to be a critical thinking Geographer. They will know the subject specific vocabulary and will have developed a deep understanding of the key concepts and ideas that are intrinsically linked to Geography and the world.

### Understand...

- When students leave us after the end of Year 11, they will understand the key concepts that are required for their GCSE specification. They will understand the complicated topics of the global atmospheric model and the links to different pressure systems. They will understand how these pressure systems can alter the environment produced on the Earth's surface and therefore alter the plant and animal adaptations.
- By the end of Year 11 students will understand climate change. They will understand the evidence that we have for climate change, the human and physical causes as well as the adaptations that humans make to deal with it. Students will also understand how different people are mitigating climate change on different scales of the population e.g. local, national and international and will understand the impacts of not reducing climate change.
- Following Year 11 students will also understand the impact of population growth on the world, its resources and the land. They will understand the links between population growth and increasing energy, food and water usage, including how to combat the increasing demand for energy.
- Students at the end of Year 11 will understand the different physical landscapes seen in the UK. They will understand the processes seen in the river and glacial landscapes alongside the landforms that are formed because of these processes. Students will understand how those living on the coast are impacted by coastal erosion and how they manage this impact.
- At the end of Year 11, students will understand how natural hazards can impact people and how they can mitigate against them as well as adapt to them through prediction, protection and prevention.

### Be able to...

- By the end of Year 11, students will be able to confidently use world maps in a number of differing scenarios including through the use of topographical maps, contour lines and GIS. Students will be able to analyse both graphs and charts to describe and explain their uses. Through this, students will be able to discuss and evaluate concepts and ideas and debate the correct outcome in different scenarios.
- Students will be able to confidently make decisions on the best outcome for situations through the use of decision-making exercises, building their confidence of their skills as Geographers. Students will be able to confidently create links between different ideas and will be able to accurately discuss their local area and the wider world.
- Students will be able to conduct their own research into the outdoor world through the knowledge that they have developed in their fieldwork. They will be confident in their abilities to identify key fieldwork locations, methods and techniques to study both physical and human settings and will be able to think critically about the decisions that they have made.

### Have been exposed to the following knowledge, theories, texts and experiences that span beyond the GCSE specification

- Students will be exposed to the Bradshaw Model during their GCSE fieldwork in order to provide them with different methods of data collection and to be able to discuss the limitations to data collection
- A range of additional texts will be given to the students through homework and optional study and will be based on the world around us to provide students with texts that can open up their understanding of topics, particularly during their GCSE study. By providing students with relevant news articles, students will be able to understand the application of theories within the world.
- Meaningful use of any subject specific enrichment days allocated by the school to study topics outside of the specification used to enhance the knowledge that students have of different concepts and theories.

### Developed their cultural and social capital through the following extra-curricular work

- Urban fieldwork will be used to address stereotypes and misconceptions that students have of the immediate surrounding of their home. This fieldwork will be based in Smith's Wood and Birmingham centre in order to show students that the ideas and thoughts they have on these areas are vastly different to the reality.
- Physical Fieldwork will introduce students to new landscapes in a rural area. This will allow the students of Smith's Wood to experience brand new views that they do not see every day and will broaden their minds as to what the world can offer them.
- Reading relevant news articles throughout their time at Smith's Wood (dependant on the wider world) will provide Smith's Wood Students with a better understanding of things that are going on around them. By reading news articles this will provide students with a wider world knowledge and will inspire them to reach further than before.

## 5 Year Curriculum Plan

### Year 7 Geography at Smith's Wood Academy

The Smith's Wood Year 7 Geography curriculum prepares all pupils to engage with the wider world and understand the key concept of Geography. Our students are studying these units because they provide a base knowledge of Geography by using local and global examples to enhance the pupils' knowledge of the globe and develop their skills as confident Geographers. Our students are studying the impact of local pollution on the wider world in order to show them that there is more to our globe than just Smith's Wood. By providing students with ideas that involve the world, we aim to broaden their horizons and expand their understanding of both the UK and the rest of the world.

The first unit of study in Year 7 is aimed at showing students that the world is a large place and is more than just the landscape outside their door, this is crucial for our students at Smith's Wood Academy as we want to encourage them to get outside and experience the world as it is. It will use map work to show locations of

different biomes and give students an understanding of the challenges that people face. Through showing students at Smith's Wood Academy the different challenges that others face, we are aiming to develop empathetic young adults. The 'Global to Local' unit will link local issues to the global impact through ideas such as plastics in the ocean and climate change. This initial unit is aimed to begin to provide students with a grounding knowledge of Geography to build on throughout their years at Smith's Wood. It will provide students with a base knowledge and understanding of the idea that how they act in their local area may have drastic global consequences on others, the environment and the larger ecosystem.

Following on from this and using some of the knowledge that they gained in their previous unit on climate change, students will study Climate Hazards. Students will enhance their local knowledge by studying hazards that hit the UK such as flooding and heatwaves but will also look further afield and study climate hazards such as wildfires and avalanches using miniature case studies. By using these case studies, students will also develop their place and locational knowledge. It is important for students at Smith's Wood Academy to study a range of different hazards in different contexts as they will not experience them all in their local area. By providing students with the context for other climate hazards, students will be able to understand how others react to these hazards and this will begin to teach our children resilience in the face of adversity.

The final topic for Year 7 is a look at Population and Development. Here students will delve into the ideas of migration and settlement as well as looking at topography and the push and pull factors associated with settling. Students will continue to develop their knowledge of the UK using OS maps with a particular focus on contours, understanding the reasoning for cities developing in their current locations. Population pyramids will also be introduced to students during the topic in order to develop an understanding of some new key skills for Geography moving forward. Students will study and analyse the population pyramids from several different countries in order to compare them and understand the reasons for different population make-ups. Through using different examples, students at Smith's Wood will gain an understanding of both the similarities and differences across countries, showing that the stereotypical views they may hold of particular countries are not always true in real life.

These topics are studied in this particular order as each builds on the knowledge gained from the previous topic. Population and Development is the final topic in Year 7 as it brings together the concepts of locational scales and Climate which are both introduced in the preceding topics. It is important to study the Global to Local topic first as it provides the basis to Geography at Smith's Wood by introducing the ideas of place and space that are integral to Geography. Climate Hazards are studied before Population and Development due to the fact that the world existed before the homo-sapien developed. In this respect, it is fitting that we look at ideas caused by physical geography, before we introduce the complicated nature of people. Students must understand how the world acts on its own, before adding in people and their impacts.

The enrichment opportunities available to Year 7 pupils include a local study in the Smith's Wood area looking at the water cycle and the impacts that can change this cycle. Students will understand the impacts that humans can have on our hydrological cycle and will discuss how they can mitigate these.

Year 7 Units of Study		Length of unit
Unit 1	Global to Local	15
Unit 2	Climate Hazards	12
Unit 3	Population and Development	12

### Year 8 Geography at Smith's Wood Academy

The Smith's Wood Year 8 Geography curriculum prepares all pupils to develop their knowledge of Geography and further encourages students to engage with the wider world by using different case studies across the world and encouraging students to engage with news articles highlighted by their teachers. Our

students are studying these units because they provide a range of concepts and ideas for students to delve deeply into and will continue to build on topics from Year 7 creating links for students across the subject. This is critical for Smith's Wood students in order to deepen their understanding of the larger world and to show them that small actions in the Smith's Wood community may have a large impact worldwide. These topics encourage students to look at the local area around them as well as to look further afield and aims to spark their curiosity of the wider world.

Global Processes will be studied throughout the Autumn term. This topic will provide students with an understanding of plate tectonics and the impacts across the globe. It is important for our students to study the processes occurring underneath the crust layer of the Earth in order for students to understand the reasons for the UK to experience a lack of earthquakes and volcanoes. Students will also use this opportunity to look at past geological timescales and gain knowledge of how scientists know about the past through ideas such as ice cores and tree rings. Through both geological timescales and plate tectonics, students will spend time studying maps to see how the world has changed over thousands of years. This topic will give students an understanding of the reasons that the UK does not have hazards such as volcanoes and will give them knowledge of how and why people remain living under the shadow of such hazards.

The second topic in Year 8 will look at Africa as a whole continent – immediately addressing misconceptions that Africa is a country. By studying the continent as a whole entity, any other misconceptions around Africa can be addressed and changed and stereotypical views can be challenged. For Smith's Wood students, who do not necessarily experience a large proportion of students from different backgrounds in their everyday lives, it is important to address these stereotypes in order to continue to move forward. Knowledge from the Year 7 climate hazards topic will be enhanced here through looking at the Sahel region as a mini case study to view desertification and understand how some areas are trying to combat it's impacts. Once again topographical map work will be used to look at the location of different countries within Africa, but to also look at the location of the different biomes across Africa – addressing the misconception that Africa is all desert. Students will also study Chad as a second mini case study in order to look at the population here and their development.

The final topic for Year 8 is much closer to home as students will study UK Geography. This topic will enhance their local knowledge of the area. Here, there will be a specific focus on Birmingham, as well as a look at the surrounding area to Smith's Wood. They will, however, look at the UK as a whole as well, linking in to topic 1 by revisiting glaciation across the UK before moving to look at coastlines and some of the processes seen here. Students will enhance their Geography skills during this topic by looking at a decision-making exercise on coastal tourism and the impacts that this can have. By studying their country, students will gain further knowledge of the size of our island and will gain an understanding of the importance of the UK worldwide and why we should be proud of where we come from.

In Year 8, the topics are studied in this particular order due to their size. By studying topics on different scales allows students to enhance their spatial awareness of the world and allows students to develop their knowledge and understanding of places in relation to space around them. Initially, the Earth Processes topic looks at the whole world. Following on from this, students will 'zoom in' to look at Africa as a continent before finally 'zooming in' even closer to the UK. Each topic shows a different size of scale which helps students to enhance their place, space and locational knowledge. It was also important to study the UK Geography topic last, hopefully allowing for some good weather to be able to go out into the field and look more closely at some of the key concepts in action.

The enrichment opportunities available to year 8 pupils include a fieldwork opportunity to study either the Birmingham or Smith's Wood area. In this fieldwork, students will use land-use surveys conducted both by themselves in the present time and compared to past surveys to look at how the area has changed. Students will learn how to annotate photographs effectively as a fieldwork tool and develop their knowledge of how areas change over time.

Year 8 Units of Study		Length of unit
Unit 1	Earth Processes	15
Unit 2	Africa	12
Unit 3	UK Geography	12

## Year 9 Geography at Smith's Wood Academy

The Smith's Wood Year 9 Geography curriculum prepares all pupils to understand the complex world around us and the interlinking nature of the globe as a whole. The Year 9 curriculum develops the understanding that students have gained of the world in Year 7 and 8 and links some of the previous topics together. Our students are studying these units because it provides them with a ground view of the world and addresses some controversial issues. By addressing these controversial topics in Year 9, students will be mature enough to have class discussions on their thoughts and feelings and will be able to accept different view points before making their own decisions on their thoughts. All three units are very different in their nature, however link together to show the world as a whole rather than separate countries or continents. These provide an excellent basis to continue with Geography study.

The Autumn Term topic is Trade and Resources. Throughout Year 7 and 8 students have studied separate places based on the topics. This unit is designed to link these places together – showing how trade across countries makes each country reliant on another. Students will use this topic to look at what resources are and will show the links to history and how the demand for resources has changed throughout time. They will gain knowledge on colonialization, looking at how the UK was a colonial power and deepening their Year 8 knowledge of the UK as a global power. Students will also revisit the concept of climate change – understanding how resource extraction can have an impact on our climate. It is important for our students to study this idea to provide students with an understanding of how their demand for particular products such as mobile phones, can have a huge impact on the ecosystem of areas such as Indonesia and on their own climate. Through studying this, it is hoped that our students gain a deeper appreciation for the resources that they do have access to and realise the worth of resources that they may take for granted every single day.

Following on from this, students will study China in the Spring Term. China is an increasingly important country across the world particularly for trade and so it links excellently to their Autumn topic of trade and resources, understanding how many of their clothes are made in China and traded across the world. Students will initially look at location before moving on to develop their population knowledge from Year 7. Here, students will use population pyramids again to show how ideas like the One Child Policy have influenced the country's structure. Students will also gain an understanding of the topographical challenges that living in China presents e.g. the Himalayas and will develop their plate tectonic knowledge through this. A key concept throughout Geography is the contrast between Urban and Rural areas. Students will gain a deeper knowledge of this contrast through studying China and their culture and will then be able to link these urban and rural differences to the UK differences that they looked at during Year 8 UK Geography.

The final topic in Year 9 will set students up well for their GCSE studies. The topic, Climate and Biomes, aims to look at both local scale and global scale biomes, giving Year 9s a chance to study a local pond ecosystem and understand the interactions between the biotic and abiotic factors. It is important that students at Smiths Wood take the time to revisit their local area in Year 9 to remind them of the detail and complexity that is all around them and develop their appreciation for their local natural world. The global scale biomes will include looking at a tundra biome to study tourism and animal and plant adaptations. Here students will develop their comparison skills by continuing on to study these adaptations in a second biome, the tropical rainforest. Through studying two biomes, students will begin to get a feel for how the climate impacts animals, as well as how humans can have an influence in different areas. The use of two biomes also provides an opportunity to study climate graphs – looking at precipitation values alongside temperature to

see and understand the differences. This will allow students to understand the impact that location has on place and can be linked to the vegetation of the UK.

Year 9 topics are studied in this order to be able to make the links between them of the different concepts and scales. Through studying global trade first this gives students an idea of the interactions between countries, before looking at China as a place and its importance in the world trade. It is important for our students to study Trade before they study China in order to show students the larger scale nature of scale followed by the idea that China is simply a small cog in a large wheel. Climate and Biomes is studied as the final topic due to its links with GCSE Geography. This topic allows students to begin to study key complex ideas needed for GCSE such as adaptations of plants and animals and by studying this topic last will allow these concepts to remain fresh in their minds for application to their GCSE study.

In Year 9, enrichment opportunities include fieldwork studies of a local ecosystem e.g. pond and will also include the opportunity for some students to take part in a mock Climate Agreement debate held at the Solihull Council Building.

Year 9 Units of Study		Length of unit
Unit 1	Trade and Resources	22
Unit 2	China	18
Unit 3	Climate and Biomes	18

## Year 10 Geography at Smith's Wood Academy

The Smith's Wood Year 10 curriculum prepares all students to understand the complex key concepts in Geography. Our students will study these topics as they challenge students on both human and physical Geography, as well as meeting the specification criteria put in place by AQA.

We have chosen to interleave all topics of study for the AQA specification throughout KS4 rather than to focus on block units of study. This allows students to have a wider understanding of the connections, not only between human and physical but also across topics. By doing this, students will be able to better see how the concepts are all linked and how each influences the others. This will allow students to further develop their evaluation and discussion skills and will ultimately mean that students are better Geographers by the end of the two years.

The beginning of the Autumn Term for Year 10 will see students recapping their basic knowledge of continents and oceans that they have drawn upon since the beginning of Geography in Year 7. It will see them develop their basic map learnt in Year 7 into a more developed map to enhance their map skills and their ideas of place and space. These are key skills that students must have in order for all other topics in Geography to make sense. These skills will be further cemented as we move on to study the Global Atmospheric Model, Biomes and Climate Change – three mini topics within the Natural Hazards topic that go hand in hand. By understanding the influence of the GACM on weather, this will provide students with key knowledge to move on to study Tropical Rainforests and Deserts later on. By linking the GACM to biomes, this will provide students with an understanding as to the reasoning for different plant and animal species to be prominent in different areas of the world.

Following on from Climate Change, students will look at global economic development. Taking a broader view of the world as a whole, students will begin to enhance their Year 7 knowledge of development – the causes of uneven development, measures of development and the limitations. This will lead into population growth after the October half-term, where students will build on their prior knowledge of urban growth and megacities from their 'China' topic in Year 9.

Following on from this, we return to a physical topic of tropical storms. Students will look at global distribution (focusing again on map skills) and how the changing climate is altering the distribution. Continuing on students will focus on structure and formation of tropical storms and will link in their urban growth topic to begin to develop their understanding of the impacts a natural hazard can cause. We will use the case study 'Typhoon Haiyan' to further deepen student understanding of these impacts and how people can adapt to such hazards.

One of the impacts that a natural hazard may have is on water and food resources. Here, students will study the global inequalities of these resources and will develop their knowledge of how companies and groups have attempted (and succeeded) to reduce this development gap including through the use of tourism. Students will learn key terms that are used to describe areas of surplus and deficit and will understand the ideas behind increasing energy consumption worldwide.

Following on, students will use the River Tees as a case study to understand physical landscapes in the UK. They will study both processes and landforms using photos to analyse and link specific places to map locations. This will also help to enhance their understanding before they complete fieldwork in the summer term. During this topic, students will look at data collection and will begin to understand how and why people study changing river landscapes.

Continuing on with case studies, the following two mini topics will also use case studies to provide students with real life examples to link their ideas too. Urban sustainability will be looked at through both London and Freiburg to discover ideas on water and energy conservation, waste recycling and green spaces. In contrast, students will then move across the Atlantic Ocean to Rio de Janeiro to understand how urban growth can create opportunities and challenges for cities. They will use their map skills to identify the location before moving on to understand what the population of Rio has to cope with every day. How the population lives, their challenges and opportunities will then be compared to the UK as we move back to look at population distribution here. Students will study how and why people have congregated in our major cities and will understand the impact that our increasingly extreme weather is having, by looking at past events and their impacts. This will include extreme heatwaves, increased flooding and storms as well as looking at different ideas to reduce the impacts of some of these events.

Year 10 enrichment opportunities include their physical fieldwork during the summer term. This is a compulsory element of their study which will be undertaken in a river landscape. Students will have the opportunity to study a 'real life' river and its processes, understanding the changes that take place from the source to the mouth and deepening their knowledge of how urbanisation is influencing these changes.

Year 10 Units of Study		Length of unit (in lessons)
Unit 1	Global Mapping: GACM – <b>Climate Change</b>	5
Unit 2	Biomes – <b>Ecosystems</b>	1
Unit 3	Climate Change – <b>Climate Change</b>	8
Unit 4	Economic Development – <b>The Development Gap</b>	6
Unit 5	Urban Growth – <b>Urban World</b>	4
Unit 6	Tropical Storms – <b>Weather Hazards</b>	15
Unit 7	Resources – <b>Resource Management</b>	3
Unit 8	River Tees – <b>River Landscapes</b>	10
Unit 9	Urban Sustainability – <b>Urban Changes in the UK</b>	2
Unit 10	Rio de Janeiro – <b>Urban World</b>	10

Unit 11	UK Focus – <b>Natural Hazards and Physical Landscapes</b>	15
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## Year 11 (Subject) at Smith's Wood Academy

The Smith's Wood Year 11 curriculum prepares all pupils to understand the complex key concepts in Geography and further deepen their knowledge on specific places. Our students will study these units as they challenge students on both human and physical Geography, as well as meeting the specification criteria put in place by AQA.

Continuing on from the end of Year 10, students will begin Year 11 close to home and will look at the resources that the UK has before focusing on Birmingham as a case study for the UK challenges. Students will understand the opportunities and challenges that are faced in Birmingham and will look at how these challenges are being regenerated through the ongoing Big City Plan. This will provide the basis for their urban fieldwork study which will be completed in the early Autumn Term. Studying the local area gives students an idea of how development can change a place as they have lived through some of these changes. This will help students to understand the concepts as it places the changes in real time for them.

Students will spend most of the Autumn Term 1 looking at human topics on their local area. This has been done in order to provide our students with a detailed understanding of their local area before going out into the 'field' to study this area. By spending time in the Autumn Term, this provides our students with knowledge that can be applied and contrasted to their understanding of Rio (from Year 10). Through this, we aim to provide Smith's Wood students with a variety of ideas that show them how diverse the world is. Students will then move back to more physical topics, focusing on ecosystems. They will start by understanding some of the small-scale ecosystems that the UK has, such as ponds and lake, drawing on their Year 9 fieldwork, before moving on to tropical rainforests and hot deserts. They will develop their knowledge of air pressures and the GACM influence on biomes from Year 10 and understand how plants and animals have adapted to these specific circumstances, widening their breadth of knowledge on animals and plants and linking to their science curriculum.

Students will then move on to study the Demographic Transition Model and how this shows the level of development of a country, using Nigeria as a case study. Students will understand the importance that Nigeria has within Africa and the world as a whole and will be able to study TNCs and their influence; both negative and positive, on a population. It is critical that our students understand that not all companies have a positive influence in all areas. Students will be able to use McDonalds as an example of this – many of our students will have bought food from fast food chains like McDonalds without thinking about where the food comes from or who runs the chains. By showing students the impacts of TNCs in countries on the other side of the world this will encourage our students to think about the larger consequences of some of their actions.

This will be followed by revisiting the tropical rainforest, looking now at the value of the rainforest to people and the environment and understanding deforestation. Through tropical rainforests, students will understand the term mitigation and will be able to link this to climate change and how we can both mitigate the impacts and adapt to the consequences of deforestation by managing biomes sustainably.

Adaptation and Mitigation are also two key concepts in the topic that follows tropical rainforests: coasts. Coasts will be taught using the Holderness Coastline as a case study and will involve students understanding wave types, processes occurring at the coastline (including developing on the processes in rivers of erosion, deposition and transportation), landforms created and finally the management of the coastline.

Following this, students will look at the UK economy and the changes that have been made to it and will link this to urban sprawl and rural-urban migration.

The final topic for Year 11 will be tectonics. Students will use their knowledge of the world to link this to the global distribution of both earthquakes and volcanoes, developing their Year 8 knowledge of tectonics,

before understanding the causes of these hazards. Two case studies will be used to compare and contrast the effects and responses to earthquakes in an LIC vs a HIC. All of this is able to link to global development and uneven development that students studied across both Year 10 and Year 11. Finally, students will understand why people continue to live in places that have tectonic hazards and will look at how these can be adapted to through monitoring, prediction, protection and planning.

Year 11 enrichment opportunities include the human fieldwork aspect of their exam. This is to be undertaken in the Autumn Term and will see students study their local area. Looking at land-use (building on Year 8 knowledge) and annotating photographs to understand the development of the area.

Throughout Years 10 and 11, students will focus on making synoptic links between topics and between both human and physical geography. It is important that students understand that all of Geography can be linked together and the world is a very large place.

Year 11 Units of Study		Length of unit (in lessons)
Unit 1	Birmingham – <b>Urban Change in the UK</b>	8
Unit 2	Ecosystems – <b>Ecosystems</b>	2
Unit 3	Tropical Rainforests – <b>The Living World</b>	10
Unit 4	Hot Deserts – <b>The Living World</b>	10
Unit 5	Nigeria – <b>Nigeria: A Newly Emerging Economy</b>	15
Unit 6	Climate Change Management – <b>Climate Change</b>	4
Unit 7	Coasts – <b>Coastal Landscapes</b>	6
Unit 8	UK Economy – <b>Changing UK Economy</b>	8
Unit 9	Tectonic Hazards – <b>Natural Hazards</b>	10

