MOOR PARK HIGH SCHOOL: CURRICULUM

Key Stage 3 Long Term Planning

Year 7 2023-2024 INTENT: The Y7 Geography Curriculum aims to explore the complex relationships between human and physical environments as they study the diverse range of topics that take them across continents, discovering a range of places and broadening both their geographical skills from KS2. Students will first look at the origins of cartography before exploring the geography of the UK. Throughout the year students will be introduced to themes such as extreme weather, biomes and globalisation whilst studying regional case studies such as Russia, India and China. During Y7 students will also have the opportunity to conduct fieldwork which will introduce students to the fieldwork enquiry process.

Faculty Area: Geography

Year 7	Transition	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge	**How has our knowledge of the world changed over time?** Research into where the term geography originated from and how maps progressed over time.	**Map skills:** Location of continents, oceans and the geography of Europe. To understand and apply a range of OS map skills e.g. latitude, longitude, grid references, scale, direction, measuring distance, measuring height. Physical geography of the UK and my local area including knowledge of rivers coasts, upland and lowland areas. Human geography of the UK and my local area including towns and cities.	**Introducing Asia** Know where Asia is and what the physical landscape. The distribution of biomes in Asia. The impact of deforestation in the mountain biome. Population changes across Asia. The reasons for China's economic growth. The purpose of the new Belt and Road project. The shift in global trade.	**The importance of the Middle East** Know where the Middle East is and what the physical landscape is like. To understand why Yemen is the poorest country in the Middle East. To understand some reasons for conflict in the Middle East.	**Weather and climate** Differences between weather and climate. The equipment used to measure the different elements of weather. The elements that make up weather and climate. Types of rainfall and cloud formation.	The climate of the UK and how to draw and interpret climate graphs Knowledge of the factors affecting climate across the globe and the UK. **Extreme weather:** Know what an extreme environment is and be able to give examples of hot and cold environments.	Physical landscape of Russia. Knowledge about how Russia has a continental climate. Biomes in Russia. The challenges for people living in the coldest place on Earth.
Skills	- Curiosity - Responsibility - Organisation - Enthusiasm	Using an atlas. Using compass directions Using four and six figure grid references. Measuring distance and scale. Using coordinates to work out longitude and latitude. Using contour lines to work out height.	Manipulating data. Using an atlas. Using lines of latitude and longitude Using population graphs e.g. population pyramids and choropleth. interpreting and describing stacked bar charts interpreting development data (Nepal) Ranking factors based on importance	Manipulating data. Using an atlas. Using population graphs e.g. population pyramids and choropleth. Interpreting line graphs	Accurately labelling diagrams such as the hydrological cycle. Explaining the different types of rainfall.	Drawing a climate graph. Calculating the mean, median and mode. Accurately labelling diagrams. Interpreting synoptic charts	Using GIS software to explore the climate and biomes in Russia Opportunity to conduct a weather fieldwork enquiry.

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Connections to previous learning	Pupils are expected to have covered basic map skills at KS2	Exploring what students believe geography to be from their primary school experience and recapping their locational knowledge of Europe using maps from KS2. Reinforcing and developing map skills from Primary School such as four figure grid references.	Looking in more depth at specific regions of the world. Building upon their Primary School knowledge of biomes.	Looking in more depth at specific regions of the world some of which have been studied at KS2.	Building upon their Primary School knowledge of the water cycle.	Building upon their Primary School knowledge of biome and weather and climate Recapping key topographical features of the UK covered in KS2. E.g. hills. Mountains, rivers and coats.	Building upon their Primary School knowledge of fieldwork
Assessment	Produce a poster presentation about how our knowledge of the world has changed over time.	Geog Your Memory knowledge quiz linked to the PLC Assessment 1: Skills & locational knowledge assessment (mid-unit). Assessment 2: Skills & locational knowledge (end of unit)	'Geog Your Memory knowledge quiz linked to the PLC Assessment 3: Dynamic Asia	Geog Your Memory knowledge quiz linked to the PLC Assessment 4: The importance of the Middle East as a world region	Geog Your Memory knowledge quiz linked to the PLC	Geog Your Memory knowledge quiz linked to the PLC Assessment 5: Factors affecting climate	Assessment 6: End of year exam
Homework		1. Guided reading task 2. Map skills booklet 3. Spelling test 4. Plugging the gaps task/ revision	1. Key terms quiz 2. Guided reading task 3. Textbook task 4. Plugging the gaps/ revision	1. Perceptions of the Middle East spider diagram 2. Poster about the physical geography of the Middle East 3. Key terms quiz 4. Plugging the gaps/ revision task	1. Weather instruments task 2. Watch a weather forecast 3. Key terms quiz 4. Plugging the gaps/revision task	1. Reading task 2. Keyword quiz 3. MCQ of factors affecting climate	1. Information poster combining the physical geography of Russia and life in Oymyakon 2. End of year revision tasks
Cultural enrichment including Trips, Visits, Experiences, Extra-curricular		Use of ArcGIS	Use of ArcGIS maps	https://www.bbc.co.uk/news/world/middle_east	https://www.metoffice.gov.uk/	How Does Weather Actually Work? | Richard Hammond's Wild Weather Compilation | Earth Stories - YouTube	
Literacy		Practice of spelling country names e.g. Britain/Wales which are commonly misspelt through spelling tests.	Use of Freya Model to teach new tier 3 vocabulary. Opportunity for extended writing:	Opportunity for extended writing: Explain the causes and consequences of conflict.	Opportunity to script and present a weather forecast		Opportunity for extended writing: describe the challenges for the community living in Oymyakon.

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			Explain the reasons for China's economic growth.	Opportunity to practice PEE structure: Explain the importance of oil for some countries in the Middle East.			
Numeracy		Using longitude and latitude. Measuring distance and conversions. Using and understanding coordinates. Using scale and measuring distance. Using contour lines	Constructing a population pyramid. Interpreting choropleth maps. Interpreting bar and line graphs.	Drawing climate graphs Calculating mean, median and mode	Using climate data, different units of measurement e.g. mm, millibars, degrees Celsius Reading isobars and synoptic charts.	Manipulating data from a climate graph. Working out mean, median and mode Working with different units e.g. mm degrees, millibars	
CIAG		The life of a cartographer: Introducing students to what a cartographer is. Create a map of their local area e.g. plotting land use data and aerial photographs			Talking about working at the MET Office. Discussing the role of the MET office. Collect their own weather data, investigate weather data and present weather data.		

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Year 8 2023-2024 INTENT: The Year 8 Geography curriculum aims to further embed learning from Year 7 as well as develop new knowledge and skills. Students will be able to apply many of the concepts they learnt in Y7 to new regional case studies. Students begin with learning how ice has shaped the land and enables them to ask pertinent questions about the future of our planet when discovering the causes and consequences of climate change. Students will evaluate who and where is more vulnerable to the impacts of climate change as they explore different regions such as South Asia and Northern Africa. The Y8 Geography curriculum aims to tackle the issue of 'the single story' narrative when looking at Africa. Using key texts such as 'Africa is not a country', students will explore the legacy of historical events such as the Berlin Conference to understand the impact this still has today. Geography at Moor Park is trying to prioritise telling these previously untold stories to help tackle the myths around the continent. However, it is important to remember that improvements can always be made, and the curriculum is always evolving to communicate these stories of countries around the world. At the end of this unit students will also explore the relationship between Africa and global superpowers such as China, which draws upon previous learning from Y7.

Faculty Area: Geography

Year 8	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge	**Glaciation** Where ice is found in the world and the different types of glacier. Glacial and interglacial cycles over time. Formation and movement of glaciers. Glacial erosion, transportation and deposition. Formation of glacial landforms. From erosion and deposition. Glacial features on OS maps	**Climate change** To know what climate change is. The evidence for climate change. To understand the natural and human causes of climate change. To know the potential consequences of climate change for the wider world and the UK. Knowledge about international agreements to tackle climate change. .	**Development** Knowledge about how we define and measure development. To understand that development is a process of change and occurs at different rates. Comparing development in the UK to BRICs countries. Knowledge about employment sectors To know how gender equality can increase development. To know the purpose of the sustainable development goals.	**Tackling the single story of Africa** To know where Africa is And the size and scale of the continent. To know what the physical landscape is like in different countries in Africa. The effects of European colonialism in Africa and the legacy this still has today. To understand the factors that have influenced Africa's development. To know the patterns of biomes across Africa and the reasons for this.	**The challenges and opportunities facing Africa (with a focus on Ethiopia)** To understand population distribution across Africa. To understand the scale of urbanisation in Africa. To know the causes and consequences of urbanisation in Addis Ababa Ethiopia. To understand trading links between Africa and China. Knowledge of the arguments for an against the construction of the Grand Renaissance Dam in Ethiopia.	Revision for end of year exams. **Sustainability fieldwork** To know how to conduct am environmental quality enquiry including how to measure collect and present data. To understand qualitative and quantitative data To understand primary and secondary data.
Skills	Using an atlas. Analysing aerial photographs. OS maps Interpreting line graphs.	Using an atlas. Plotting coordinates. Describing and annotating photographs. Labelling diagrams	To use development data to explain why Bolivia is one of the poorest countries in South America. Using development indicators. Calculating percentage change	Using an atlas to identify physical features across the continent. Interpreting Gapmider graph for Africa is not a country. https://www.gapminder.org/tools/#$chart-type=bubbles Describing distributions Using an atlas Interpreting and drawing climate graphs.	Interpreting proportional symbol maps. Population pyramids Describing distributions Urbanisation GIS task Urban Africa (arcgis.com Using stacked bar charts Categorizing statements about trade between Africa and China Opportunity for decision making exercise around the	Opportunity to conduct on site fieldwork using EQS survey and facilities count. Data presentation-radial diagrams.

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					Grand Renaissance Dam.	
Connections to previous learning	This unit moves from looking at weather in year 7 to the processes in these cold environments. This also builds upon their work on the British landscape. In KS2 students may have looked at the UK, Europe, North and South America which may have included a glaciated area.	Students use their knowledge from Autumn 1 about the location of ice landscape to help their understanding of the consequences of climate change in the UK	Using map skills from Y7 (latitude, relief) to understand the physical geography of Bolivia. When exploring development in the UK links are made to the Industrial Revolution studied in Y8 history in the Autumn term. When exploring gender equality links are made to the suffrage movement covered in History.	Applying the same skills, concepts e.g. latitude, biomes, development from the Introducing Asia unit in Autumn 2 of Y7. Using knowledge from Y8 Spring 1 about classifying development and development indicators to study patterns of development across Africa. Links to Y8 History curriculum about the trans-Atlantic slave trade.	Applying the same skills acquired in Y7 units to a new region. Using knowledge from Y7 weather and climate unit to understand the reasons for the patterns of biomes across Africa. Using knowledge about the reasons for China's economic growth in Y7 to understand their relationship with Africa.	Applying the same skills and a similar route of enquiry to fieldwork as in Y7 with the weather enquiry.
Assessment	Geog Your Memory knowledge quiz linked to the PLC Assessment 1: Glacial processes and landscapes	Geog Your Memory knowledge quiz linked to the PLC Assessment 2: The causes and consequences of climate change.	Geog Your Memory knowledge quiz linked to the PLC Assessment 3: What factors have caused Bolivia to be the least developed country in South America?	Geog Your Memory knowledge quiz linked to the PLC Assessment 4: The impact of colonialism and development in Africa.	Geog Your Memory knowledge quiz linked to the PLC Assessment 5: The challenges and opportunities facing Africa.	End of year exams.
Homework	1. Guided reading task 2. Textbook task 3. Key terms 4. Plugging the gaps task	1. Textbook task 2. Guided reading- evidence of climate change 3. Guided reading- consequences of climate change in the UK 4. Poster about the global impacts of climate change. 5. Plugging the gaps task	1. Textbook task- causes of poverty 2. Research task 3. Poster on gender equality 4. Plugging the gaps task	1. The legacy of colonialism in the Democratic Republic of Congo 2. Textbook task- causes of poverty 3. Great Green Wall research task 4. Plugging the gaps task	1. Textbook task- improving informal settlements 2. Key terms quiz 3. Plugging the gaps task	1. End of year revision tasks.
Cultural enrichment including Trips, Visits, Experiences, Extra-curricular	Lake District story map: https://www.arcgis.com/apps/MapJournal/index.html?appid=ab9de45dd82f4acca6b651617cab4fa5&webmap=2f1db7df4ad549a49e4e453f06753798#:~:text=A%20Tarn%20(Corrie	Climate change- the facts documentary clips: BBC One - Climate Change - The Facts Ade on the Frontline: Climate Change - Ade on the Frontline | Geography KS3 / GCSE | BBC	Dollar street research- Dollar Street - photos as data to kill country stereotypes (gapminder.org) Child marriage atlas - Girls	Dollar Street - photos as data to kill country stereotypes (gapminder.org)	Urbanisation GIS task Urban Africa (arcgis.com)	On site fieldwork out of the classroom learning.

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	%20Loch)%20is,the%20slope%20due%20to%20gravity. Virtual fieldtrip to the Lake District: Helvellyn Range (English Lake District): Virtual Field Trip (worc.ac.uk)	Teach - YouTube	Not Brides Bolivia, on Top of the World | Deadliest Journeys - YouTube			
Literacy	Extract from Origins (book) to explore ice ages and interglacials Opportunity for writing and feedback: Explain the formation of glaciers Explaining the formation of glacial landforms	Opportunity for a debate regarding the future of our planet- using voice 21 guidelines Opportunity for extended writing and feedback: The consequences of climate change for the UK and wider world.	The assessment for this unit is based on an extended writing piece. Evaluating development in Bolivia. Discussion based tasks on gender equality.	Opportunity writing and feedback: Explain the causes of desertification. Opportunity to use extracts from Prisoners of Geography and Africa is not a country book.	Opportunity for extended writing and feedback. Does China want to help Africa or exploit it?	Discussion about how Moor Park can be made more sustainable. Writing a letter to SLT about sustainability recommendations.
Numeracy	Interpreting geological temperature graphs. Interpreting contour lines and measuring height	Interpreting climate change data – line graphs. Using data to draw line graphs	Comparing countries using development data. Interpreting pie charts Interpreting choropleth maps	Using development data Calculating mean, median, mode	Interpreting stacked bar charts Using GIS to spot patterns and trends on Choropleth urbanisation maps	Presenting fieldwork data using bar charts and radial diagrams.
CIAG		Introducing the class to the importance of scientific research – STEM links. Explore careers associated with climate change.	An awareness of jobs within different sectors e.g. primary, secondary, tertiary	National Careers week activity: Where can Geography take you?		

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Year 9 2023-2024 INTENT: The Year 9 Geography curriculum aims to use the knowledge and skills gained from the Year 7 and Year 8 curriculum to develop their deeper thinking skills. Students have previously explored concepts such as sustainability and development and should now being to think about these concepts more critically. The curriculum allows students to explore the theme of sustainability by studying different environments from tropical rainforests to urban areas. Students will build on their understanding of what sustainability is to consider whether we can ever exploit the natural world in a truly sustainable way. Students will use their knowledge about development from Y8 to explore Haiti as a multi-hazardous environment whilst looking at the history of Haiti to evaluate if natural disasters are natural or man-made events. The curriculum will allow students to revisit regions previously studied such as south Asia to explore the formation and importance of the monsoon season. Allowing students to look at the interactions between the physical and human geography in countries such as India to give them a more holistic understanding. The range of topics in Y9 allows students to explore case studies at varies levels of development including HICs, NEEs and LICs.

Faculty Area: Geography

Year 9	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge	**Ecosystems and biomes** To understand that ecosystems exist at a range of scales and involve the interaction between biotic and abiotic components. To understand the distribution of tropical rainforests and the reasons for these patterns. **Tropical rainforests and sustainability** To know that tropical rainforests have distinctive characteristics. To know plant and animal adaptations of species in the tropical rainforest How deforestation contributes to the Brazilian economy. The causes of deforestation.	The impact of deforestations on local communities and the environment. How tropical rainforests can be managed sustainably. **Urbanisation** Recap what urbanisation is and global patterns of urbanisation Distribution of megacities The causes of growth in cities. Case study of Shanghai China. **Urbanisation in Mumbai India** Location and importance of Mumbai both nationally and internationally. How urban growth creates opportunities and challenges for cities in LICs such as Mumbai India.	Considering the viewpoints of different stakeholders e.g. government, construction companies, residents in informal settlements. To understand how life in urban areas can be improved. **Natural Hazards- earthquakes** Defining what a natural hazard is. Knowledge about the structure of the earth. The theory of plate tectonics- slab pull and ridge push. Different types of plate margin. Distribution of earthquakes and volcanoes. How earthquakes are measured.	**Natural Hazards- earthquakes case studies.** Causes and impacts of the Türkiye and Syria earthquakes Knowledge about the location of Haiti. Knowledge about the history of colonialism in Haiti and how this links to development. Knowledge about the causes, impacts of and responses to the Haiti earthquakes. **Natural hazards- volcanoes** Knowledge about the formation of volcanoes. Knowledge about the types of volcanoes. Knowledge about volcanic hazards including; lava, ash, lahars, pyroclastic flows. Knowledge about the formation of Hawaii and hotspots. Knowledge about why people continue to live near volcanoes.	**Natural hazards- monsoons** Knowledge about the location of world climates. Recap knowledge about the link between latitude and climate. Knowledge about the formation of monsoons. Knowledge about the benefits and risks of the monsoon climate in India.	End of year exam revision End of year exam **Urban change in the UK** Knowledge of the location of UK cities. The link between population density and relief of the UK. Knowledge of the reasons why most people in the UK live in towns and cities. Knowledge of key concepts such as suburbanization, urban sprawl and counterurbanisation.
Skills	Describing distributions Interpreting climate graphs Labelling diagrams Interpreting choropleth maps- rates of deforestation.	Drawing graphs. Describing location. Video analysis Interpreting line graphs Inferences from photographs	Using GIS to map earthquakes and volcanoes	Evaluating why the earthquakes in Haiti are so devastating linking to physical and human factors. Using maps to locate Hawaii	Climate graphs Calculating mean, median, mode	Atlas skills GIS story map task: https://arcg.is/1D54CT

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	Line/ bar charts- rates of deforestation Ranking the causes of deforestation	Calculating natural increase. Mapping world cities and describing patters. .		Categorizing the benefits of living near volcanoes into social, economic and environmental.		
Connections to previous learning	Biomes is a key theme across Y7 and Y8. Students will already have knowledge of what biomes are and named examples from previous units such as Asia and Africa. In y7 students explored deforestation in Nepal and the impacts this has on the landscape. This will help students to understand the causes and impacts of deforestation in the Amazon rainforest. .	Sustainability is a theme in Y8 students will be able to use their knowledge around climate change to link this to the global impacts of deforestation. From conducting their sustainability fieldwork enquiry in Y8 students can use this knowledge and apply it to tropical rainforest environments when looking at how they can be managed. Previous work studied on urbanisation in Ethiopia in Y8. Build upon knowledge acquired when looking at population growth in cities in west and east Africa.	Students will have studied earthquakes and volcanoes at KS2. Students will be familiar with describing distributions as they have done this skill in previous units e.g. describing the distribution of populations in Y8 and describing the distribution of biomes in Africa.	In History during Y8 students study the trans-Atlantic slave trade and look at the successful revolutions this helps to provide a foundational knowledge when looking at the history of colonialism in Haiti. Students can use their knowledge about factors that impact development to help explain why earthquakes in some countries are more devastating that others.	Throughout KS3 students have recapped factors that affect climate. Students have previously learnt about the link between latitude and climate when exploring tropical rainforests in Y9. Glaciers in Y8 and biomes in Y8.	Students have looked at concepts such as population density when studying the distribution of cities in countries in Africa. During Y8 History lessons students look at the Industrial Revolution in the UK and can use this knowledge to help them understand the growth of towns and cities in the UK. Students have studied the idea of cities having national and international importance when exploring urbanisation in Mumbai.
Assessment	Geog Your Memory knowledge quiz linked to the PLC Assessment 1: Biomes and ecosystems skills-based assessment.	Geog Your Memory knowledge quiz linked to the PLC Assessment 2: Tropical rainforests	Geog Your Memory knowledge quiz linked to the PLC Assessment 3: Patterns of urbanisation and challenges associated with urbanisation.	Geog Your Memory knowledge quiz linked to the PLC	*Assessment 4: Theory of plate tectonics and earthquakes*	*End of year exam*
Homework	1. The impact of human and physical changes on ecosystems. 2. Revision mat for assessment 1 3. Spider monkey adaptations sheet 4. Written 6-mark question. Explain the causes of deforestation.	5. Written 6-mark question on management of TRF. 6. Revision mat for assessment 2. New topic: Urbanisation & India 1. Graph interpretation task 2. Urbanisation revision mat	3. Guided reading task on urban planning 4. Revision task for assessment 3. New topics: Natural hazards 1. Wegener and continental drift reading task. 2. MCQ on theory of plate tectonics and plate boundaries	3. Guided reding on Richter and Mercalli scale 4. Hawaii research task- Mauna Loa 5. Article- How many people do volcanoes kill. Comprehension task.	6. Comprehension task- Indian monsoon season and climate change Monsoon in India 2023: Climate change makes extreme events new normal | India News - Times of India (indiatimes.com)	1. End of year revision tasks

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Cultural enrichment including Trips, Visits, Experiences, Extra-curricular	GIS biomes task- comparing tropical rainforests and deserts. Opportuity for biodiversity fieldwork Planet earth documentary with question sheet. Our Planet | Jungles | FULL EPISODE | Netflix - YouTube	Clips for sustainabe forest management: How sustainable logging in well-managed forests can help protect wildlife - YouTube Subject knowledge animation: What is Ecotourism? - YouTube	Up to date documentary on Mumbai and Dharavi: Megacity Mumbai - From slums to skyscrapers | DW Documentary – YouTube Ted talk on city planning offers a different viewpoint from the perspective of local communities: https://www.ted.com/talks/smruti_jukur_johari_what_if_the_poor_were_part_of_city_planning?language=en	GIS task- describing the distributions of earthquakes and volcanoes. Living in the Shadow of Italy's Volcanoes (timeforgeography.co.uk)	News clips of the Indian impact of the Indian monsoons 2023: India Monsoon 2023: Red alert in 5 North Indian states | Latest News | English News | WION Pulse - YouTube Himachal floods: Record-breaking Rainfall Brings Fury and Floods | India Monsoon 2023 | WION LIVE - YouTube	GIS story map taks: https://arcg.is/1D54CT
Literacy	Opportunity for written task and feedback: describe the distribution of tropical rainforests. Opportunity for writing task: explain how the vegetation has adapted to survive the conditions in the tropical rainforest.	Opportunity for extended written task: Can tropical rainforests be exploited in a sustainable way?	Extended writing opportunity: Is Mumbai a city of opportunity or challenge?	Extended writing task and feedback: Explain why the Haiti earthquake of 2010 was so devastating.	Writing task: Describe and explain the importance of the Indian monsoon season.	
Numeracy	Interpreting data to describe rates of deforestation around the world this includes bar charts and choropleth maps. Manipulating the data to help describe these patterns.	Drawing and interpreting line graphs that show population change.	Interpreting scales such as the Richter and Mercalli scale.	Using data e.g. magnitude, cost of destruction, number of people injured to evaluate earthquakes.	Climate graphs Interpreting weather data e.g. precipitation, temperature	
CIAG			Look at the role of urban planners.	Explore the work of NGOs and organizations such as Red Cross and aid workers		

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Key Stage 4 Long Term Planning

Year 10 2023-2024 SYLLABUS:

Curriculum Area: The Geography curriculum in Y10 is sequenced to help students use their prior knowledge from KS3. One the aims of the Y10 curriculum is to develop geographers who think more critically about the concepts and ideas they have learnt during KS3 study. The AQA specification requires students to study urban change in a city in a HIC and explore what makes sustainable cities. Students will be able to build upon their knowledge from Y8 and Y9 to apply their understanding around the features of sustainability to an urban area. They will be able to use foundational knowledge from KS3 around latitude and climate to build on their understanding of biome such as hot deserts. Again, students will draw upon their GIS skills to help deepen their understanding about countries such as Nigeria. This will allow students to make links between the physical environment, the distribution of population and the distribution of wealth, making links between physical and human geography. When studying physical landscapes in the UK Students will be able to apply their understanding about physical processes from glacial environments in KS3 to river and coastal environments at GCSE. Finally, students will undertake their first of two fieldwork enquiries by conducting a river study. Students will plan their river enquiry, consider how to collect the data and present their findings when back in the classroom.

Year 10	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Syllabus	**Urban Issues and Challenges**: Key ideas: Urban change in cities in the UK leads to a variety of social, economic and environmental opportunities and challenges. Urban sustainability requires management of resources and transport. Note: Due to changes in lesson timings in 2023 (move to 1-hour lessons), potentially able to start hot deserts towards the end of Autumn 1.	**The Living world- hot deserts** Key ideas: Hot desert ecosystems have a range of distinctive characteristics. Development of hot desert environments creates opportunities and challenges. Areas on the fringe of hot deserts are at risk of desertification. **The Changing Economic World- Nigeria** Key Ideas: There are global variations in economic development and quality of life. Various strategies exist for reducing the global development gap.	**The Changing Economic World- Nigeria** Key Ideas: Some LICs and NEEs are experiencing rapid economic development which leads to significant social, environmental and cultural change. (Nigeria case study) **Physical landscapes of the UK- River landscapes** Key Ideas: The shape of river valleys changes as rivers flow downstream. Distinctive fluvial landforms result from different physical processes.	**Physical landscapes of the UK- River landscapes** Key Ideas: Different management strategies can be used to protect river landscapes from the effects of flooding. **Physical landscapes of the UK- coastal landscapes** Key Ideas: The coast is shaped by a number of physical processes. Distinctive coastal landforms are the result of rock type, structure and physical processes	**Physical landscapes of the UK- coastal landscapes** Key Ideas: Different management strategies can be used to protect coastlines from the effects of physical processes. **Geographical Applications Section B: Fieldwork (1)** This half term focuses on getting students prepared for the first of their two fieldwork experiences. This involves a river study which is the physical element to their fieldwork unit. Provisional fieldwork preparation will be completed and then a fieldtrip will be carried out.	**Geographical Applications Section B: Fieldwork (1)** Fieldwork follow up where students will present their data, draw conclusion and evaluate their methods. End of year exams & feedback Work experience
Knowledge	Urbanisation- London A city in a HIC- London The national and international importance. Impacts of national and international migration	Hot deserts The physical characteristics of a hot desert. Interdependence within deserts. How plants and animals adapt to the	The Changing Economic World Nigeria continued An example of an LIC or NEE: The location and importance of the country. The wider social, cultural and	Physical landscapes of the UK- Rivers continued How physical and human factors affect the flood risk – The use of hydrographs to show the relationship	Physical landscapes of the UK- coasts continued The costs and benefits of coastal management strategies: hard engineering and soft engineering.	Physical fieldwork- rives **Strand 3: Presenting the data** Appreciation that there are range of presentation methods available Selection and accurate use of

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	The social economic and environmental opportunities as a result of Urban change. The social, economic and environmental challenges as a result of urban change. An example of an urban regeneration project (London 2012 Olympics) to show reasons why the area needed regeneration, the main features of the project. <u>Urban sustainability</u> Features of sustainable urban living: water and energy conservation, waste recycling, creating green space. How urban transport strategies are used to reduce traffic congestion. Examples: Singapore & Freiburg	physical conditions. Issues related to biodiversity Development opportunities in hot desert environments. Challenges of developing hot desert environments. Causes of desertification (Sahel region) Strategies used to reduce the risk of desertification. <u>The Changing Economic World- Nigeria</u> Ways of measuring development and the limitations of these. The Demographic Transition Model. The causes of and consequences of uneven development. The strategies to reduce the development gap. A case study of how the growth of tourism in and LIC/ NEE helps to reduce the development gap. .	environmental context. The changing industrial structure. The role of TNC's in relation to development. The changing political and trading relationships. Types of international aid. The environmental impacts of economic development and how this affects the quality of life <u>Physical landscapes of the UK- Rivers</u> The long profile and changing cross profile of a river and valley. Fluvial processes: erosion, transportation and deposition. Characteristics and formation of landforms resulting from erosion. Characteristics and formation of landforms resulting from erosion and deposition. Characteristics and formation of landforms resulting from deposition. An example of a river valley in the UK to identify its major landforms of erosion and deposition.	between precipitation and discharge. The costs and benefits of soft and hard engineering river management strategies An example of a flood management scheme in the UK to show why the scheme was required the management strategy • the social, economic and environmental issues (Morpeth) <u>Physical landscapes of the UK- Coasts</u> Wave types and characteristics. Coastal processes: weathering processes, mass movement – sliding, erosion, transportation – longshore drift and deposition. How geological structure and rock type influence coastal forms. Formation of landforms resulting from erosion. Characteristics and formation of landforms resulting from deposition. An example of a section of coastline in the UK to identify its major landforms of erosion and deposition (Holderness coastline)	An example of a coastal management scheme in the UK to show: the reasons for management, the management strategy, the resulting effects and conflicts. (Mappleton Holderness coastline). <u>Physical fieldwork- rivers</u> **Strand 1: enquiry question** Factors that need to be considered when selecting a suitable question/hypothesis. The Bradshaw Model Appropriate sources of primary and secondary evidence, including locations for fieldwork. Risk assessing. **Strand 2: Data** Difference between secondary and primary data. Identification and selection of appropriate physical and human data. Measuring and recording data using different sampling methods. Description and justification of data collection methods.	appropriate presentation methods. Description, explanation and adaptation of presentation methods **Strand 4: presenting data** Description, analysis and explanation of the results of data. Establishing links between results. Using appropriate statistical techniques. Identification of anomalies. **Strand 5: Drawing conclusion** Drawing conclusions that relate to the original aims of the enquiry. **Strand 6: Evaluation** Identifying problems with the data, identifying limitations. Extent to which conclusion are reliable.
Skills	Interpreting choropleth maps about Stratford. Using 2021 Census data about Stratford to justify location of regeneration. Making inferences from images Using data from Transport for London to support arguments. Using maps of the Olympic Park	Interpreting climate graphs of Thar desert India Calculating mean, median, mode and range. Evaluating the solutions to desertification. Reading population pyramids. Using the Demographic Transition Model. Evaluating strategies to reduce the development gap. Interpreting UK foreign aid data. Using data about tourism in Kenya to support arguments.	Interpreting development indicators for Nigeria e.g. life expectancy, GNI per person, HDI score to evaluate improvements in the quality of life for people in Nigeria. Use of GIS maps: https://arcg.is/nT094 Using OS maps to locate fluvial landforms. Labelling photographs. Using scene viewer (GIS) to view landforms in real life contexts. River Tees (arcgis.com)	Evaluating hard and soft engineering strategies. Evaluating the river management strategy in Morpeth considering the views of different stakeholders e.g. residents, council, Environment Agency Labelling diagrams of coastal landforms. Identifying coastal landforms on OS maps. Using GIS scene viewer to view landforms along the Holderness coastline in real life contexts.	Evaluating the benefits and costs of different hard and soft engineering strategies. Evaluating the coastal management plan used in Mappleton. Cartographic, graphical, numerical and statistical skills. Enquiry skills. Risk assessing. Working in the field with others in groups. Communication. Producing field sketches.	Analysis, interpretation, concluding of river data. Calculating velocity, CSA and discharge of the river. Writing up fieldwork findings using data and spotting trends and anomalies then linking back to the Bradshaw Model.

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			River Tees GIS task: https://arcg.is/bf8fy0			
Assessment	Geog Your Memory knowledge quiz linked to the PLC Assessment 1: GCSE style questions (9-marker on impact of urban change in London)	Geog Your Memory knowledge quiz linked to the PLC Assessment 2: GCSE style questions (9-marker on the opportunities for development in hot deserts).	Geog Your Memory knowledge quiz linked to the PLC Assessment 3: GCSE style questions (9-marker on the quality of life in Nigeria)	Geog Your Memory knowledge quiz linked to the PLC Assessment 4: GCSE style questions (6-marker on coastal management)	Geog Your Memory knowledge quiz linked to the PLC Assessment 5: GCSE style questions (6-marker on coastal management).	End of year examination on content covered so far. - The Living World - Physical Landscapes in the UK - Urban Issues and Challenges - The Changing Economic World (Nigeria)
Homework	1. Revision mat 2. Retrieval questions 3. Case study summary sheet (London) 4. PPQs 5. Revision task for end of unit assessment 6. Plugging the gaps task	1. Revision mat 2. Retrieval questions 3. Case study summary sheet (Thar Desert) 4. PPQs 5. Revision task for end of unit assessment 6. Plugging the gaps task	1. Revision mat 2. Retrieval questions 3. Case study summary sheet (Nigeria) 4. PPQs 5. Revision task for assessment 6. Plugging the gaps task	1. Revision mat 2. Retrieval questions 3. Case study sheet (River Tees and Morpeth) 4. PPQs 5. Revision task for assessment 6. Plugging the gaps	1. Revision mat 2. Retrieval questions 3. Case study summary sheet Holderness coastline 4. Revision task for assessment 5. Plugging the gaps 6. Fieldwork summary sheet	1. End of year exam revision 2. End of year exam revision 3. End of year exam revision 4. End of year exam revision 5. End of year exam revision 6. End of year exam revision 7. Plugging the gaps- acting on PLC red topics
Cultural enrichment including Trips, Visits, Experiences, Extra-curricular	Wider world article on regeneration of Stratford and the 2012 Olympic games Time for Geography | UK urban regeneration	Factfullness book by Hans Rosling. Use of Gapminder website: Gapminder	Rivers (timeforgeography.co.uk)	Flooding in Morpeth https://www.youtube.com/watch?v=J6F2ltoytBI Coasts (timeforgeography.co.uk)	River study fieldwork in the Forest of Bowland. Physical geography fieldwork (timeforgeography.co.uk)	Wider world articles based upon skills required for the geographical applications section.
Literacy	Written task and feedback: opportunity to practice evaluating the opportunities and challenges in London created by urban change.	Writing and feedback task: explaining adaptations. Debating the opportunities and challenges hot deserts and providing justifications for opinions. Evaluating the development in Nigeria and verbally explaining the social, environmental and cultural changes.	Opportunities to practice explaining fluvial processes to peers. Written explanation about the formation of river landforms and feedback given.	Debate about the cost and benefits with regards to the management of rivers Opportunities to practice explaining coastal processes to peers. Written explanation about the formation of coastal landforms.	Debate about the cost and benefits with regards to the management of coasts.	Communicating with others in their group on the fieldtrip. Written work which includes formulating question, interpretation, summarizing, concluding using data collected from river study.

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Numeracy	Using 2021 Census data when exploring Stratford. Interpreting choropleth maps	Drawing climate graphs Calculating mean, median and mode and range Drawing line graphs. Completing parts of the Demographic Transition Model. Interpreting the correlation between measures of development on scatter graphs. Using population pyramids to explain the population structure in different countries. Using choropleth maps to understand the distribution of development. Using development indicators to evaluate development in Nigeria.	Interpreting development indicators for Nigeria e.g. life expectancy, GNI per person, HDI score to evaluate Four figure and six figure grid references on OS maps.	Measuring coastline distance on OS maps. Four figure and six figure grid references.	Calculating costs of different coastal management strategies along a stretch of coastline.	Drawing cross sections. Manipulating data. Using qualitative and quantitative data.
CIAG	See link: Careers (timeforgeography.co.uk)					

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Key Stage 4 Long Term Planning

Year 11 2023-2024 SYLLABUS: The Geography curriculum in Y11 aims to allow students to make connections to their previous learning throughout KS3 and KS4. Students can use build upon their understanding of sustainability when looking at Resource Management to explore energy production and consumption patterns across countries with varying levels of development. Moreover, the Y11 curriculum is sequenced so that students can use their knowledge from Y10. The curriculum in Y10 explored economic change in Nigeria, in Y11 students will apply knowledge about industrial structure and employment sectors when exploring changes in the UK economy. The specification is sequenced to allow students to constantly draw upon prior knowledge and revisit key concept. For example, Students will draw upon their prior knowledge about development, colonialism and plate tectonics to help them understand why some earthquakes cause more devastating than others. Through looking at specific case studies we aim to give students a deeper understanding of the regions they are studying. This is also facilitated using GIS when studying weather hazards, students investigate links between the physical and human geography of an area. The curriculum in Y11 allows students to deepen their understanding around the global climate crisis. Students will build on their knowledge from studying climate change in KS3 to evaluate the impacts and management of the climate crisis. During Y11 students will also complete their second piece of fieldwork, conducting an urban fieldwork study will allow students to revisit the same fieldwork enquiry process used in the summer of Y10.

Curriculum Area: Geography

Year 11	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
Syllabus	**<u>The Challenge of Resource Management</u>** <u>Key Ideas:</u> Food, water and energy are fundamental to human development. The changing demand and provision of resources in the UK creates opportunities and challenges **<u>The Challenge of Resource Management (energy)</u>** <u>Key Ideas:</u> Demand for energy resources is rising globally but supply can be insecure, which may lead to conflict. Different strategies can be used to increase energy supply.	**The Changing Economic world- UK economy** <u>Key Ideas:</u> Major changes in the economy of the UK have affected, and will continue to affect, employment patterns and regional growth. **The Challenge of Natural Hazards- tectonic hazards** <u>Key Ideas:</u> The effects of, and responses to, a tectonic hazard vary between areas of contrasting levels of wealth. Management can reduce the effects of a tectonic hazard.	**The Challenge of Natural Hazards- weather hazards** <u>Key Ideas:</u> Global atmospheric circulation helps to determine patterns of weather and climate. Tropical storms (hurricanes, cyclones, typhoons) develop as a result of particular physical conditions. Tropical storms have significant effects on people and the environment. The UK is affected by several weather hazards. Extreme weather events in the UK have impacts on human activity. **The challenge of Natural Hazards- climate change:** <u>Key ideas:</u> Climate change is the result of natural and human factors and has a range of effects. Managing climate change involves both mitigation (reducing causes) and adaptation (responding to change).	**Geographical Applications Section B: Fieldwork (2)** Getting students prepared for the second fieldwork experience. This one is an urban study and therefore the human element. Provisional fieldwork preparation will be completed and then a fieldtrip will be carried out. Following this there will be a sequence of follow-up lessons where students will present their data, draw conclusion and evaluate their methods **Geographical Applications Section A: Issue Evaluation** This unit is a synoptic unit which draw together knowledge, understanding and skills from the full course of study. A resource booklet is released 12 weeks before the exam and students will work through this booklet with their teacher.	Revision preparation for GCSE exams.

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Knowledge	<u>Resource Management overview</u> The significance of food, water and energy to well-being. <u>Resource Management (energy)</u> An overview of global inequalities in the supply and consumption of resources. The opportunities and challenges faced by the UK in the provision of food, water and energy. The global distribution of energy consumption and supply. The reasons for increasing energy consumption. Factors affecting energy supply. Impacts of energy insecurity. Overview of strategies to increase energy supply. An **example** to show how the extraction of a fossil fuel has both advantages and disadvantages. Knowledge about moving towards a sustainable resource future. An **example** of a local renewable energy scheme in an LIC or NEE to provide sustainable supplies of energy Note: Due to changes in lesson timings in 2023 (move to 1-hour lessons), potentially able to start teaching on the UK economy towards the end of Autumn 1.	<u>The Changing Economic World-UK economy</u> The causes of economic change in the UK. Moving towards a post-industrial economy: development of information technology, service industries, finance, research, science and business parks. Impacts of industry on the physical environment. An **example** of how modern industrial development can be more environmentally sustainable. Social and economic changes in the rural landscape. Improvements and new developments in road and rail infrastructure. The north–south divide. Strategies used in an attempt to resolve regional differences. The place of the UK in the wider world. <u>The Challenge of Natural Hazards-tectonic hazards</u> Physical processes taking place at different types of plate margin) that lead to earthquakes and volcanic activity. Primary and secondary effects of a tectonic hazard. Immediate and long-term responses to a tectonic hazard with reference to named examples. Reasons why people continue to live in areas at risk from a tectonic hazard. How monitoring, prediction, protection and planning can reduce the risks from a tectonic hazard.	<u>The Challenge of Natural Hazards-weather hazards</u> General atmospheric circulation model: pressure belts and surface winds. Global distribution of tropical storms (hurricanes, cyclones, typhoons). Causes of tropical storms and their formation. The structure and features of a tropical storm. The impact of climate change on tropical storms. Primary and secondary effects of tropical storms. Immediate and long-term responses to tropical storms with reference to a named example. How monitoring, prediction, protection and planning can reduce the effects of tropical storms. An example of a recent extreme weather event in the UK. Evidence that weather is becoming more extreme in the UK. <u>The Challenge of Natural Hazards-climate change</u> Evidence for climate change from the beginning of the Quaternary period to the present day. Possible causes of climate change Overview of the effects of climate change on people and the environment. Managing climate change through mitigation and adaptation.	<u>Geographical Applications Section B: Fieldwork (2)</u> Knowledge of the six strands relating to geographical enquiry (see summer 2 & 2 of Y10). Geographical Applications <u>Section A: Issue Evaluation</u> Demonstration of graphical skills. Development of knowledge and understanding of physical geography and human geography themes to analyse geographical issues on a range of scales.	Revisiting of key GCSE units in order to consider identified gaps and other areas for development.
Skills	Describing patterns of distribution in maps and graphs. Interpreting charts and graphs. Calculating food miles and carbon footprint. Using an Atlas to locate places in the UK and identify areas of water surplus and deficit. Interpreting choropleth maps that show global energy supply and	Using maps of the UK when discussing the north/south divide Evaluating strategies to reduce regional differences. Plotting co-ordinates Using GIS to interpret earthquake data and plate boundaries. Evaluating the effects of earthquakes in LICs and HICs.	Interpreting weather data and climate graphs. Writing sequenced explanations about the formations of tropical storms. Using GIS to study the movement and destruction of Typhoon Haiyan: https://arcg.is/198PiS	Cartographic, graphical, numerical and statistical skills. Enquiry skills. Risk assessing. Working in the field with others in groups. Communication. Producing field sketches. Use of GIS to plan regeneration fieldwork and present data: https://arcg.is/1f8faW	Use of PLCs to identify target topics for revision. Rotation of practice question types linked to skills from throughout the whole specification.

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	consumption. Interpreting stacked bar charts. Maps that show global shale gas deposits. Assessing the benefits of a local sustainable energy scheme.	Interpreting seismic graphs.		Communicating with others in their group on the fieldtrip. Written work which includes formulating question, interpretation, summarizing, concluding using data collected from river study. Critical thinking, problem solving. Applying knowledge across topics. Synthesis of information. Evaluating. Interpretation. Decision-making.	
Assessment	Geog Your Memory knowledge quiz linked to the PLC GCSE style questions (6-marker example of local renewable energy scheme in LIC/NEE)	Geog Your Memory knowledge quiz linked to the PLC Y11 mock examination: Paper 1: The living world Physical Landscapes in the UK (combine with some paper 3 content) Paper 2: Urban issues and challenges The Changing Economic world Resource Management	Geog Your Memory knowledge quiz linked to the PLC Y11 mock examination Paper 1: The challenge of natural hazards The living world Physical landscapes in the UK Paper 2: Urban issues and challenges The changing economic world Resource Management Paper 3: Unseen fieldwork Physical fieldwork	Geog Your Memory knowledge quiz linked to the PLC	Geog Your Memory knowledge quiz linked to the PLC
Homework	1. Revision mat 2. Retrieval questions 3. Case study summary sheet (North Sea and Tungu-Kabiri micro hydro scheme) 4. PPQs 5. Revision task for end of unit assessment 6. Plugging the gaps task	1. Revision mat 2. Retrieval questions 3. Case study summary sheet (science and business parks & rural landscape) 4. PPQs 5. Revision for mock exams	Y11 revision plan produced. Students should complete the weekly tasks in the plan. This will include PPQs, GCSE Pod activities, MCQs etc.	Y11 revision plan produced. Students should complete the weekly tasks in the plan. This will include PPQs, GCSE Pod activities, MCQs etc.	Y11 revision plan produced. Students should complete the weekly tasks in the plan. This will include PPQs, GCSE Pod activities, MCQs etc.

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Cultural enrichment including Trips, Visits, Experiences, Extra-curricular	Gov.UK: Energy trend bulletin containing statistics about aspects of energy use in the UK. Wider reading from BBC news about the use of renewable resources in the UK.	A range of videos for hazards: Hazards (timeforgeography.co.uk)	Wider world article for further reading about the Somerset levels. Youth Unstoppable | WaterBear Video for showing the youth climate movement can be used for discussion. BBC- climate change the facts	Articles, research and reading based upon the topic of the pre-release booklet. Could take the form of newspaper articles, documentaries, internet searches etc. Urban fieldwork study. Wider world articles based upon skills required for the geographical applications section.	Wider world articles that link to topics and students to be informed of any useful news articles and/or documentaries that will feed into paper 3.
Literacy	Writing and feedback task: explaining the advantages and disadvantages of extracting oil from the North Sea. Discussion about the use of fossil fuels versus renewables. Evaluating energy sources in the UK. Writing about sustainable energy use in the UK and comparing this to methods in other areas of the world.	Writing and feedback task: evaluating the strategies to solve regional differences in the UK. Writing about changes in the UK economy and deciding how this has affected/ will continue to affect employment patterns and regional growth.	Writing and feedback task: evaluating the impacts of Typhoon Haiyan on people and the environment Decision-making regarding the causes of climate change.		
Numeracy	Interpreting UK food import data to produce a pie chart. Looking at pie charts about the UK's energy mix to decide how it has changed over time. Using numerical data to interpret food miles. Calculating carbon footprints, household water usage etc. Drawing pie charts.	Using development data to inform evaluation about the severity of earthquakes in LICs/HICs: Use of GIS to plan regeneration fieldwork and present data:	Using GIS to explore the path and wind speed data for Typhoon Haiyan: https://arcg.is/198PiS Using weather data and interpreting climate data. Completing graphs and charts. Using and interpreting tropical storm charts. Evaluating climate change data.	Use of GIS to plan regeneration fieldwork and present data: https://arcg.is/1f8faW	
CIAG	Role of energy advisors/managers and environmental consultants. Careers in developing	Exploring the employment sectors in the UK. Looking at careers in the tertiary and quaternary sector.			