MOOR PARK HIGH SCHOOL: CURRICULUM

Key Stage 3 Long Term Planning

Year 7 2023-2024 INTENT:

The Y7 Geography curriculum aims to provide students with the knowledge and understanding of the physical and human factors that shape places. Students will develop competency in geographical skills and apply these throughout different topics during the year. The year 7 curriculum is designed to build the locational knowledge of pupils through studying places such as China, Russia and the Middle East. Within these regions, pupils will study population, development, climate, economic growth allowing them to make geographical links between places and apply knowledge to new environments. The Y7 curriculum is designed to allow pupils to see the interconnectedness between the human and physical worlds. Moreover, these places of study have been chosen as they are revisited throughout KS3/4 to give pupils a more holistic and deeper understanding of place.

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.	**Geography of Preston: What is my place in the world?** Location of continents, oceans To understand and apply a range of OS map skills e.g. latitude, longitude, grid references, scale, direction, measuring distance, measuring height. Knowledge of the human and physical geography of Preston including how Preston has changed over time.	**Weather and climate: What is the difference between weather and climate?** Differences between weather and climate. Knowledge of the factors affecting climate The equipment used to measure the different elements of weather. Knowledge of the hydrological cycle Recording weather data Types of rainfall and cloud formation. Knowledge of global climate types .	**Exploring Asia: How has China become a global superpower?** Know where Asia is and what the physical landscape. The distribution of biomes in Asia. The reasons for China's economic growth. The purpose of the new Belt and Road project. The shift in global trade. China's population change Shenzhen- a miracle city?	**Middle East: Why is the Middle East an important world region?** Know where the Middle East is and the distribution of climatic zones Knowledge of the characteristics of the Arabian desert Knowledge of the rock cycle Knowledge about the formation of crude oil and its importance to economies in the Middle East Knowledge of how the UAE is diversifying their economy.	**Russia: Is the geography of Russia a curse or a benefit?** Knowledge about how Russia has a continental climate. Biomes in Russia. The challenges for people living in the coldest place on Earth. Russia's exploration in the Arctic	**Fieldwork: Which area has the best microclimate at Moor Park?** Creating a hypothesis/key question Knowledge about how to collect geographical data Knowledge about how to present geographical data Analysing microclimate data Writing conclusions and evaluating geographical investigations
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.	Accurately labelling diagrams such as the hydrological cycle. Explaining the different types of rainfall. Drawing climate graphs Interpreting synoptic charts **GIS:** Use of ArcGIS to explore global climate and latitude- adding	Using lines of latitude and longitude Using population graphs e.g. population pyramids and choropleth. Interpreting and describing line graphs and stacked bar charts Ranking factors based on importance Interpreting import/export data	Atlas skills Interpreting and comparing climate graphs for different locations in the Middle East Proportional circle map- distribution of oil	**GIS**: using ArcGIS to explore the physical and human geography of Russia. Look at satellite layer, measuring distances in Russia, adding layers e.g. precipitation, temperature data	Planning a fieldwork enquiry Using a digital anemometer Using satellite photographs of school Drawing line graphs/bar charts

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		Photograph analysis **GIS:** Make a paper based map to show upland areas and cities in UK Use of ArcGIS to explore continents e.g. size, surrounding oceans, countries within etc.	layers, exploring climates in different countries	**GIS**: to explore physical and human geography of China- adding map notes			**GIS:** plotting out microclimate data on ArcGIS
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 continents and oceans from KS2. Reinforcing and developing map skills from Primary School such as four figure grid references, compass directions and map symbols.	Building upon their Primary School knowledge of the water cycle. Students may have prior knowledge about seasons in the UK and daily weather patterns.	Looking in more depth at specific regions of the world some of which have been studied at KS2. Building upon their knowledge of economic activity/trade links from KS2.	Looking in more depth at specific regions of the world. Building upon their Primary School knowledge of climatic zones and natural resources	Building upon their Primary School knowledge of biomes, weather and climate Recapping key topographical features of the UK covered in KS2. E.g. mountains and rivers. Building upon their knowledge about lines of latitude and the Arctic Circle.	Building upon their Primary School knowledge of fieldwork
Assessment	Complete formative assessment	Geog Your Memory knowledge quiz linked to the PLC Assessment 1: Skills & locational knowledge assessment (mid-unit).	'Geog Your Memory knowledge quiz linked to the PLC Assessment 2: Factors affecting climate	Geog Your Memory knowledge quiz linked to the PLC Assessment 3: China's physical and human geography	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 Assessment 5: Explaining Russia's physical and human geography	Assessment 6: End of year exam
Homework	Produce a poster presentation about how our knowledge of the world has changed over time.	1. Guided reading task 2. Map skills booklet 3. Spelling test 4. Create your own OS map 5. Plugging the gaps task/ revision	1. Keep a weather diary 2. Watch a weather forecast 3. Air mass worksheet 4. Reading task 5. Plugging the gaps/revision task	1. Reading task- biomes in Asia 2. Energy in China worksheet 3. Guided reading task- China's population change	1. Poster about the physical geography of the Middle East 2. Rock cycle diagram 3. Multiple choice quiz 4. Plugging the gaps/ revision task	1. Information poster- geography of Russia. 2. Key terms quiz 3. Plugging the gaps/ revision task	End of year revision tasks

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Cultural enrichment including Trips, Visits, Experiences, Extra-curricular			https://www.metoffice.gov.uk/ How Does Weather Actually Work? | Richard Hammond's Wild Weather Compilation | Earth Stories - YouTube	BBC iPlayer - Seven Worlds, One Planet - Series 1: 2. Asia	https://www.bbc.co.uk/news/world/middle_east Debate: Do you think having oil as a natural resource has more benefits or challenges?	Debate: Is the geography of Russia a curse or a benefit?	
Literacy		Practice of spelling continents and country names e.g. Britain/Wales which are commonly misspelt through spelling tests.	Oracy task- Opportunity to script and present a weather forecast Introduce listening ladder	Opportunity for extended writing: Explain the reasons for China's economic growth. Use of Freya Model to teach new tier 3 vocabulary. Oracy task- Which factor is the most important for China's economic growth Listening ladder Talk tactics	Use of Freya Model to teach new tier 3 vocabulary. Opportunity for extended writing practice: Explain the opportunities and challenges oil creates for economies in the Middle East. Oracy task- Does oil create more opportunities or challenges for countries in the Middle East Listening ladder Talk tactics	Opportunity for extended writing: describe the challenges for the community living in Oymyakon. Opportunities for reading- chapter from Prisoners of Geography about Russia.	Fieldwork write-up of analysis, conclusion and evaluation
Numeracy		Using longitude and latitude. Measuring distance and conversions. Using and understanding coordinates. Using scale and measuring distance. Using contour lines	Using climate data, different units of measurement e.g. mm, millibars, degrees Celsius Reading isobars and synoptic charts. Calculating mean, median, mode, range	Constructing a population pyramid. Interpreting choropleth maps. Interpreting bar and line graphs. Spotting patterns and manipulating data e.g. OEC data	Interpreting climate graphs. Interpreting proportional circle maps and flow line maps Interpreting bar charts	Measuring distances across Russia. Longitude and latitude coordinates	Using different units of measurement e.g. degrees Celsius, m/s Calculating the average temperature Drawing line graphs and bar charts
CIAG	The life of a cartographer: Introducing students to what a cartographer is.	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.	GIS analysts- what is their role? What do they do?			

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Year 8 2023-2024 INTENT:

The year 8 Geography curriculum aims apply many of the concepts learnt in Y7 to new locations and case studies. Moreover, the focus of the curriculum is to challenge pupil assumptions and misconceptions when exploring issues such as development and climate change. The curriculum explores the 'single story' narrative through 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 of colonialism 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.

Year 8	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge	**Development: Why are some places more developed than others?** 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 how human and physical factors have influenced development in Bolivia To know the purpose of the sustainable development goals.	**East Africa: What are the challenges and opportunities in east 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 east Africa and the reasons for this. 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 east Africa and China. Knowledge of the arguments for and against the construction of the Grand Renaissance Dam in Ethiopia.	**New unit for 2024/2025** **UK landscapes: How have physical and human processes shaped our local landscape?** Knowledge of upland and lowland areas in UK linking to geology of the UK Knowledge of how rivers change from source to mouth Knowledge of river processes; erosion, transportation and deposition Case study: River Ribble to explore processes and human activity. Knowledge of coastal processes Knowledge of sea defenses including a case study of the Wyre beach management scheme.	**Climate Change: What is the future of our planet?** 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.	**Frozen planet: How do glaciers change landscapes?** Where ice is found in the world. Knowledge about the evidence for climate change. Glacial and interglacial cycles over time linking to geological time periods Formation and movement of glaciers. Glacial erosion, transportation and deposition. Formation of glacial landforms from erosion and deposition. Glacial features on OS maps- Lake District The importance of and threats to Antarctica.	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.

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Skills	Using maps to describe locations Using development indicators Calculating percentage change Interpreting Gapmider graph https://www.gapminder.org/tools/#$chart-type=bubbles	Using an atlas to identify physical features across the continent. Interpreting Gapmider graph for Africa is not a country. https://www.gapminder.org/tools/#$chart-type=bubbles Describing distributions Using an atlas Interpreting and drawing climate graphs. Interpreting proportional symbol maps. Population pyramids Using stacked bar charts Opportunity for decision making exercise around the Grand Renaissance Dam. **GIS:** Urbanisation GIS task Urban Africa (arcgis.com	OS map skills; grid references, measuring distance, identifying changes along river Ribble. Annotating photographs Looking at contour lines when exploring upland and lowland areas. Exploring geological maps of the UK. Evaluating difference types of sea defenses. **GIS:** Using ArcGIS scene viewer to identify sea walls/ rock groynes along Cleveleys and Rossall coastline	Using an atlas. Plotting coordinates. Describing and annotating photographs. Labelling diagrams	Using an atlas. Analysing aerial photographs. OS map skills Interpreting line graphs. Virtual fieldtrip to the Lake District: Helvellyn Range (English Lake District): Virtual Field Trip (worc.ac.uk)	Opportunity to conduct on site fieldwork using EQS survey and facilities count. Data presentation-radial diagrams.
Connections to previous learning	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.	Using knowledge from Y8 Autumn 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. 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.	Pupils will draw upon their knowledge of rock types which was learnt in Y7 to facilitate explanations of upland and lowland areas in the UK. Building on foundational OS map skill knowledge from Autumn in Y7. Students learnt the basic geography of the UK at the start of Y7 this unit deepens their geographical understanding of their local area looking at how natural processes and human activity have shaped the landscape.	Students will practice skills such as plotting longitude and latitude coordinates which was taught in Y7 to identify countries at risk of climate change. In their previous Y8 unit on UK landscapes students can draw upon their knowledge of coastal erosion and why the UK is vulnerable to climate change e.g. linking to geology of coastlines in the UK. When discussing how LIC countries are some of the most at risk to climate change can draw upon knowledge from the development topic at the start of Y8.	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 UK's landscape. In KS2 students may have looked at the UK, Europe, North and South America which may have included a glaciated area.	Applying the same skills and a similar route of enquiry to fieldwork as in Y7 with the weather enquiry.

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Assessment	Geog Your Memory knowledge quiz linked to the PLC Assessment 1: What factors have caused Bolivia to be the least developed country in South America?	Geog Your Memory knowledge quiz linked to the PLC Assessment 2: The challenges and opportunities facing Africa.	Geog Your Memory knowledge quiz linked to the PLC Assessment 3: new for 2024/25 to include physical processes and OS map skills and a written question about Wyre coastal management	Geog Your Memory knowledge quiz linked to the PLC Assessment 4: The causes and consequences of climate change.	Geog Your Memory knowledge quiz linked to the PLC Assessment 5: Glacial processes and landscapes	End of year exams.
Homework	1. Dollar street research task 2. Textbook task- causes of poverty 3. Development booklet homework sheets- retrieval tasks 4. Poster on gender equality 5. 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. MCQ on upland and lowland areas 2. Key terms quiz on features of a drainage basin 3. River process poster 4. OS map homework 5. Plugging the gaps homework 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. Guided reading task 2. Textbook task 3. Key terms 4. Plugging the gaps task	End of year revision tasks.
Cultural enrichment including Trips, Visits, Experiences, Extra-curricular	Dollar street research- Dollar Street - photos as data to kill country stereotypes (gapminder.org) Child marriage atlas - Girls Not Brides Bolivia, on Top of the World | Deadliest Journeys - YouTube	Dollar Street - photos as data to kill country stereotypes (gapminder.org)	Wyre_Catchment_Flood_Management_Plan.pdf (publishing.service.gov.uk) Beyond Borders: The UK's Disappearing Coastline (youtube.com)	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 Teach - YouTube	Lake District story map: https://www.arcgis.com/apps/MapJournal/index.html?appid=ab9de45dd82f4acca6b651617cab4fa5&webmap=2f1db7df4ad549a49e4e453f06753798#:~:text=A%20Tarn%20(Corrie%20Loch)%20is,the%20slope%20due%20to%20gravity. Virtual fieldtrip to the Lake District: Helvellyn Range (English Lake District): Virtual Field Trip (worc.ac.uk)	On site fieldwork out of the classroom learning.
Literacy	The assessment for this unit is based on an extended writing piece. Evaluating development in Bolivia. Discussion based tasks on	Opportunity to use extracts from Prisoners of Geography and Africa is not a country book.	Describing and explaining reasons for the distribution of upland and lowland areas in the UK.	Opportunity for a debate regarding the future of our planet- using voice 21 guidelines	Extract from Origins (book) to explore ice ages and interglacials Opportunity for extended	Discussion about how Moor Park can be made more sustainable. Writing a letter to SLT

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	gender equality.	Opportunity for extended writing and feedback. Does China want to help Africa or exploit it?	Explaining how physical processes shape the landscape of the UK.	Opportunity for extended writing and feedback: The consequences of climate change for the UK and wider world.	writing and feedback: Explain the formation of glaciers Explaining the formation of glacial landforms	about sustainability recommendations.
Numeracy	Comparing countries using development data. Interpreting pie charts Interpreting choropleth maps	Using development data Calculating mean, median, mode Using GIS to spot patterns and trends on Choropleth urbanisation maps	Calculating and converting distances on OS maps. Using GIS to measure too to measure width of river Ribble	Interpreting climate change data – line graphs. Using data to draw line graphs	Interpreting temperature graphs. Interpreting contour lines and measuring height	Presenting fieldwork data using bar charts and radial diagrams.
CIAG	An awareness of jobs within different sectors e.g. primary, secondary, tertiary International aid worker		Exploring the role of the Environment Agency and the Canal and River Trust	National Careers week activity: Where can Geography take you? Introducing the class to the importance of scientific research – STEM links. Explore careers associated with climate change.		

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Key Stage 3 Long Term Planning

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.

Year 9	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge	**Ecosystems and biomes: What is an ecosystem?** 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: Can we ever exploit rainforests sustainably?** 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 in India: How is life changing in Indian cities?** Recap what urbanisation is and global patterns of urbanisation Distribution of megacities The causes of growth in cities. Case study of Shanghai China. How urban growth creates opportunities and challenges for cities in LICs such as Mumbai India. Considering the viewpoints of different stakeholders To understand how life in urban areas can be improved.	To understand how globalisation is affecting people's lives in Bangalore. Knowledge of the opportunities and challenges for developing sustainable cities across India. **Natural Hazards: earthquakes: Why are some hazards more destructive than others?** 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.** 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 types of volcanoes. Knowledge about volcanic hazards 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.	**New for 2024/25** **The UK economy: How does money connect us to the world?** Knowledge around changes in employment patterns The acceleration of globalisation Employment sectors in the UK Knowledge of the impact of tertiary sector growth. End of year exam revision End of year exam
Skills	Describing distributions Interpreting climate graphs Labelling diagrams	Drawing graphs. Describing location. Video analysis	**GIS**: Using ArcGIS to explore the distribution of earthquakes and volcanoes.	Evaluating why the earthquakes in Haiti are so devastating linking to physical and human factors.	Climate graphs Calculating mean, median, mode	Calculating percentages. Line graphs showing change over time.

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	Interpreting choropleth maps- rates of deforestation. Line/ bar charts- rates of deforestation Ranking the causes of deforestation	Interpreting line graphs Inferences from photographs Calculating natural increase. Mapping world cities and describing patters. .		Using maps to locate Hawaii Categorizing the benefits of living near volcanoes into social, economic and environmental. **GIS:** Using ArcGIS to measure the size of different volcanoes and map composite v shield volcanoes	OS maps to explore the location of industrial areas in the UK.	
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. .	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. Students will have explored the concept of sustainability during their Y8 climate change unit and as part of the fieldwork in Y8.	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 studied the Industrial Revolution in History and explored manufacturing in this period in the UK.	During their study of development students will have touched on employment sectors.
Assessment	Geog Your Memory knowledge quiz linked to the PLC Assessment 1: Biomes and ecosystems skills	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*	*Geog your Memory knowledge quiz linked to PLC*	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	5. Written 6-mark question on management of TRF. 6. Revision mat for assessment 2. Urbanisation & India 1. Graph	3. Guided reading task on urban planning 4. Revision task for assessment 3. Natural hazards 1. Wegener and continental drift	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	End of year revision tasks

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	4. Written 6-mark question. Explain the causes of deforestation.	interpretation task 2. Urbanisation revision mat	reading task. 2. MCQ on theory of plate tectonics and plate boundaries		News - Times of India (indiatimes.com)	
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	
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 writing 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.	Opportunity for writing task: How has the Uk economy changed over time?
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 conservationists.	Look at the role of urban planners.	Explore the work of NGOs and organizations such as Red Cross and aid workers		

Key Stage 4 Long Term Planning

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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 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. **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.	**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 **<u>GIS:</u>** GIS story map task: https://arcg.is/1D54CT	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 concepts. 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	For 24/25. Need to finish costal landscapes. **Physical landscapes of the UK- coastal landscapes** Key Ideas: Different management strategies can be used to protect coastlines from the effects of physical processes. **The Challenge of Resource Management** Key Ideas: Food, water and energy are fundamental to human development. The changing demand and provision of resources in the UK creates opportunities and challenges **The Challenge of Resource Management (energy)** Key Ideas: Demand for energy resources is rising globally but supply can be insecure,	**The Changing Economic world- UK economy** Key Ideas: 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** Key Ideas: 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** Key Ideas: 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:** Key ideas: Climate change is the result of natural and human factors and has a range of effects. Managing climate change involves	**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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	which may lead to conflict. Different strategies can be used to increase energy supply.		both mitigation (reducing causes) and adaptation (responding to change).		
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 maps of the UK when discussing the north/south divide Evaluating strategies to reduce regional differences. Plotting co-ordinates	Interpreting weather data and climate graphs. Writing sequenced explanations about the formations of tropical storms.	Cartographic, graphical, numerical and statistical skills. Enquiry skills. Risk assessing. Working in the field with others in groups. Communication.	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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	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 consumption. Interpreting stacked bar charts. Maps that show global shale gas deposits. Assessing the benefits of a local sustainable energy scheme.	Using GIS to interpret earthquake data and plate boundaries. Evaluating the effects of earthquakes in LICs and HICs. Interpreting seismic graphs.	Using **GIS** to study the movement and destruction of Typhoon Haiyan: https://arcg.is/198PiS	Producing field sketches. Use of **GIS** to plan regeneration fieldwork and present data: https://arcg.is/1f8faW 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.			