Curriculum Overview – Geography

Howden School

THE CONSORTIUM ACADEMY TRUST

Shaping Positive Futures

Introduction

This document outlines the curriculum and key considerations including:

- Aims and purpose
- Alignment with the whole school provision and curriculum intent
- A summary programme of study which includes sequencing of taught content

We use the National Curriculum as our statutory foundation and broadly share its principles and aims including:

- 'To provide pupils with an introduction to the essential knowledge that they need to be educated citizens. To introduce pupils to the best that has been thought and said; and help engender an appreciation of human creativity and achievement'.
- To prepare students to be confident in themselves, to have a fulfilled and successful life beyond our school – one where they contribute positively to society.
- Our statutory curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond statutory specifications.
- Provision of a framework of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.
- The wider school curriculum includes an extensive range of opportunities and activities that are routinely available to students, are inclusive and reflect our diverse community.

Numeracy and literacy

Teachers should take opportunities to develop pupils' mathematical fluency, spoken language, reading, writing and vocabulary within their specific discipline and in line with the expectations laid out in our school curriculum statement.

Purpose of study

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time. DFE 2013

Curriculum Aims

The Howden School curriculum for Geography aims to ensure that all pupils:

- Have an understanding about how the world works and a thirst to expand this understanding
- Develop contextual knowledge of the location of globally significant places and their defining physical and human characteristics
- Develop communication skills that allow them to explain process and evaluate arguments
- Conduct fieldwork and research, interpret data from a range of sources and have a good grasp of map skills
- Understand and are able to articulate how they have a part to play in the world
- Develop a fascination about the wider world that will remain with them for the rest of their lives

Building on prior learning

By the end of Key Stage 2, students should have knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This should include the location and characteristics of a range of the world's most significant human and physical features. They should have developed their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America
- Students can describe and understand Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- Students can describe and understand Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
- Students should be able to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- Students should be able to use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- Students can use fieldwork to observe, measure, record and present the human and physical features in the area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

What are the skills gaps?

- Map skills – these can be inconsistent between learners- - some are very well developed, but others are more limited
- Reading and using grid references
- Data interpretation, using maps and graphs
- Geography enquiry – applying disciplinary knowledge to evaluate evidence and inform decisions
- Contextual knowledge is variable between learners

Curriculum Structure

At Howden School we design our curriculum to develop the disciplinary skills to enable all pupils to become an effective geographer. The following key skills are interwoven throughout our Key Stage 3 and Key Stage 4 schemes of learning.

- Local and global processes
- Spatial understanding
- Field work
- Map skills
- Data interpretation
- Communication

<table>
<tr><th>Content Domains</th><th>Subject Content</th><th>Integrated Skills</th></tr>
<tr><td>Locational knowledge</td><td>Extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on,
Africa
Russia
Asia (including China and India)
The Middle East
Focus on their environmental regions,
Polar
Hot deserts
Key physical and human characteristics, countries and major cities</td><td rowspan="2">Cartographic skills:
Use and understand gradient, contour and spot height on OS maps and other isoline maps (e.g. weather charts, ocean bathymetric charts)
Interpret cross sections and transects
Use and understand coordinates, scale and distance
Describe and interpret geo-spatial data presented in a GIS framework (e.g. analysis of flood hazard using the interactive maps on the Environment Agency website)
Graphical skills:
Select and construct appropriate graphs and charts to present data, using appropriate scales and including bar charts, pie charts, pictograms, line charts, histograms with equal class intervals
Interpret and extract information from different types of graphs and charts including any of the above and others relevant to the topic (e.g. triangular graphs, radial graphs, wind rose diagrams, proportional symbols)
Interpret population pyramids, choropleth maps and flow-line maps</td></tr>
<tr><td>Place Knowledge</td><td>Understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia</td></tr>
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Physical geography	Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in: physical geography relating to: geological timescales and plate tectonics • Rocks, weathering and soils • Weather and climate, including the change in climate from the Ice Age to the present • Glaciation, hydrology and coasts	Numerical skills: • Demonstrate an understanding of number, area and scale and the quantitative relationships between units • Design fieldwork data collection sheets and collect data with an understanding of accuracy, sample size and procedures, control groups and reliability • Understand and correctly use proportion and ratio, magnitude, frequency (e.g. 1:200 flood events) and logarithmic scales • Draw informed conclusions from numerical data Statistical skills: • Use appropriate measures of central tendency, spread and cumulative frequency (median, mean, range, quartiles and inter-quartile range, mode and modal class) • Calculate percentage increase or decrease and understand the use of percentiles • Describe relationships in bivariate data: sketch trend lines through scatter plots; draw estimated lines of best fit; make predictions; interpolate and extrapolate trends • Be able to identify weaknesses in selective statistical presentation of data Literary skills: • Developing subject specific vocabulary to enable learners to identify and name key features and processes • Using language effectively to describe trends and patterns • Explaining how human and physical processes lead to features and phenomena • Examining source materials to support explanations of specific processes and phenomena • Assessing differing viewpoints and/or evidence to form judgements
Human Geography	• Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in: human geography relating to: Population and urbanisation • International development • Economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources • Understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems	
Geographical skills and fieldwork	• Build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field. Interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs. • Use Geographical Information Systems (GIS) to view, analyse and interpret places and data. • Use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.	

Vocabulary

Having a rich, ambitious, broad vocabulary is vital for learners to succeed, both in school and throughout their lives.

Tier 1 vocabulary is the simplest. These are the words we use in everyday conversation, such as “put”, “get”, “walk”, etc. On the other side of the spectrum, Tier 3 vocabulary is the subject-specific vocabulary of a particular discipline. These are words that aren’t used outside of the context of a specific subject, or have a different meaning in one subject versus another. In the middle of these two tiers is Tier 2 vocabulary. Tier 2 vocabulary are challenging, ambitious words that don’t usually crop up in day-to-day conversation. These are the words that allow us to access academic texts, such as high-level literature, newspaper articles and exam papers.

At Howden School, tier 3 and tier 2 vocabulary is explicitly taught across our school curriculum. The tier 3 vocabulary is indicated for each topic in the curriculum sequencing below. The following tier 2 words are developed and used throughout out RE curriculum.

Tier 2 vocabulary – cause, effect, response, source, resource, primary, secondary, social, economic, environmental, identify, describe, compare, explain, examine, assess, evaluate, discuss, sustainability, development, impact, consequences, scale, global, interconnections, frequency, trend, anomaly, evidence, distribution

Curriculum Sequencing

Key Stage 3: Year 7 – Long Term Planning

	Autumn term	Spring term	Summer term
Knowledge	**Hazardous World** - **Earthquakes** • Student study the distribution of natural disasters, describing location, patterns and frequency. • Students learn about the structure of the Earth and identify major tectonics plates • Students learn how plates interact to change the geography of planet Earth. • Explanation of natural process (Causes) • Primary & Secondary effects • Human Impact & Responses • Level of development **Geographers' world - Map skills** • Measuring distance using scale • Direction • Grid references – 4-digit and 6-digit • Longitude & Latitude • Continents	**Natural World** - **Rivers** • Student identify the key feature caused by rivers and describe how the landscapes have changed over time. • Processes or erosion & deposition • Human impact & sustainability • Features created by erosion and deposition • Factors affecting flooding **Uneven World** - **Rich World** - Japan • Measuring Development • Distribution of wealth • Impact of level of development • Industry Sector • Urban problems • Population density	**Weather World** - **Weather & Climate** • Students learn to describe key environmental factors such as pressure, temperature & humidity • Student study data to describe and explain global patterns • Students evaluate the impact on people • Climate change • Factors affecting climate, ie. latitude, altitude, ocean currents, etc. • Global responsibility and citizenship **Living World** - **Forests** • Ecosystem parts • Characteristics • Locational factors • Climatic influences • Human use / impact
Skills	Cartographic – grid references Numerical – scale factors and unit conversions Literary – Explaining the processes of plate tectonics, describing the impacts of natural hazards	Cartographic – making and interpreting choropleth maps (Japan) Graphical – interpreting graphs showing the spread of wealth Numerical – calculate unit for graphical demonstration (eg. billionaires per continent)	Cartographic – interpreting the global atmospheric system (eg. determining where the heat equator is) Graphical – drawing and interpreting climate graphs

		Statistical – determining increase/decrease over tie in distributions (eg. or wealth or population) Literary – Explaining processes (eg. how waterfalls form), assessing factors affecting flooding, assessing differing viewpoints regarding the distribution of wealth	Numerical – determining the relationship between variables on graph axes Statistical - calculate maximum and minimum values and ranges for temperature and rainfall Literary – Explaining more complex environmental factors and processes, and describing how they interact with each other. Explaining adaptations for species within different environments (eg. tropical rainforests).
Tier 3 Vocabulary	Core Magma Lava Convection P-Waves	Urban Rural Erosion Deposition Meander Waterfall Levee Transport Dense Sparse	Ecosystem Location Pressure Depressions Humidity Precipitation Species Adaptation Butress roots Epiphytes Lianas
Assessment	Identifying key knowledge, terms and definitions. Short paragraphs explaining geographical processes, for example • What are earthquakes? • Where do they occur? • Why do they occur? • How do they affect people? • How can people protect themselves from earthquakes? Identifying differences between scales used in measurement	The features of a river basin How do rivers shape the land? What causes floods? Protecting ourselves from floods How does the sea shape the land? How is the coast used and managed? Creating and interpreting choropleth maps.	What's our weather like? What's our climate like? Who are we? The UK at work

	Use 4 figure and 6 figure grid references to find places on OS maps, and identify the grid references of given places.		

Key Stage 3: Year 8 – Long Term Planning

	Autumn term	Spring term	Summer term
Knowledge	**Hazardous World** - **Volcanoes** • Description of distribution of volcanoes • Students learn how the movement of tectonics plates can result in different volcanoes types. • Student learn to explain the natural process (Causes) • Student investigate the primary & Secondary effects • Student study evaluate the impact of volcanoes on Human Impact & Responses • Level of development **Geographers' world** - **Advanced Map skills** • Distance • Direction • Grid – references • Longitude & Latitude • Isolines • Choropleth map making • Interpreting Aerial photos	**Natural World** **Rivers** • Describing landscapes • Processes or erosion & deposition • Human impact & sustainability **Uneven World** - **Poor World - Kenya, Nigeria, Nepal** • Measuring Development • Distribution of wealth • Impact of level of development • Industry Sector • Urban problems	**Weather World** - **Weather Hazards** • Pressure, temperature & humidity • Global patterns • Impact on people • Climate Change • Global responsibility / citizenship **Living World** • Arid Environments • Ecosystem parts • Characteristics • Locational factors • Climatic influences • Human use / impact
Skills	Cartographic – Using grid references, interpreting contour lines and measuring distances on OS maps. Create isoline maps. Create Choropleth maps. Interpret arial photos. Graphical – Produce profile graphs from contour lines	Cartographic – Interpreting information maps showing development indicators Graphical – Creating scatter graphs to compare data on development Numerical – Comparing places on development indicators	Cartographic – Interpreting weather maps showing patterns in tropical storms. Graphical – Comparing climate graphs for different biomes Literary – Explaining the physical processes involved in creating tropical storms. Explaining the factors effecting the distribution of biomes.

	Numerical – Interpolation between point data Literary – Explaining physical process related to plate tectonics	Literary –Explaining reasons behind differences in development. Assessing quality of life in differing places.	Assessing the impacts of tropical storms. Assessing responses to a hurricane.
Tier 3 Vocabulary	Shield volcano Cone volcano Subduction zone Destructive plate boundary Constructive plate boundary Magma Lava Tectonic plates Continental crust Oceanic crust lithosphere	Erosion Transport Deposition Corrasion Attrition Solution Hydraulic Action Constructive wave Destructive wave Headland Bay Stack Arch GDP Primary Secondary Tertiary Quaternary	Hurricane Air pressure Global Warming Solar radiation Greenhouse gases Desert Ecosystem Biomes Latitude Nomadic Adaptations
Assessment	Describing global patterns in volcano location Short paragraphs explaining geographical processes, for example • The economic and social impacts of volcanoes • The processes involved in volcanic eruptions. • How volcanoes can be monitored • What the impacts of a super eruption would be Assess the benefits and problems associated with living near a volcano	Short paragraphs explaining geographical processes, for example • The processes of longshore drift • The formation of a stack • The factors effecting the rate of erosion • How coastal defences work Assess the costs and benefits of various coastal defences Assess which coastal defences are most appropriate to different locations.	Short paragraphs explaining geographical processes, for example • What are the causes of climate change? • What are the impacts of climate change? • The formation of tropical storms • The impacts of tropical storms Assess the responses to the devastation caused by hurricanes.

Key Stage 3: Year 9 – Long Term Planning

	Autumn term	Spring term	Summer term
Knowledge	**Trouble in Thailand** • Positive and negative impacts of tourism on a developing country • Assessing the impact of tourist choices • The interconnected social, economic and cultural impacts of tourism • How Thailand has used tourism to boost economic development **Flooding in Bangladesh** • Canary in a cage – why Bangladesh is more at risk to climate change • The creation of climate migrants and the impact on urbanisation within Dahka • Increasing coastal flooding arising from climate change and the impact on tropical storms • Attributing factors including deforestation	**Coral reefs in Madagascar** • Explain the causes of man-made climate change • Examining the impact of climate change on coral reef systems • Assessing the measures taken to protect coral reefs • How tourism is used to help protect coral reefs • Additional causes of climate change – development and deforestation **Wildfires in California** • The human and natural causes of wildfires • Global trends in wildfires • The reasons why California is so susceptible • Combatting wildfires with Calfire • The use of prescribed burning to reduce the risks of wildfire **Tsunami in Japan** • Causes of Tsunamis • Impact of Tsunami on Japan 2011 • Measures to mitigate against Tsunamis • Compare the 2011 Japanese tsunami with the 2004 Bowing Day event • Assessing rebuilding and re-evaluating the future for Sendai Prefecture	**Future for Howden** • Settlement hierarchy and function • Choosing sites and why settlements have grown • New housing developments – pros and cons • Study on traffic congestions in Howden • Assessing the overall suitability of plans to develop Howden **Population Peaking** • The patterns of world population distribution • The factors affecting birth and death rates • Shrinking populations • Impact of aging population • Places of high birth rate and population growth - Niger **Globalisation in Asia** • Interconnectivity • Development • Globalisation
Skills	Cartographic – Interpreting choropleth maps Graphical – Interpreting regional climate graphs, line graphs and bar charts Numerical –Use of data from pictograms and bar charts	Cartographic – Interpreting climate maps Graphical – Describing trend on combination graphs, interpreting climate graphs Numerical – Statistical	Cartographic – Interpreting population density and distribution maps Graphical – Constructing and comparing population pyramids

	Literary – Describing trends using TEA. Explaining links between places and actions. Assessing views on contentious issues	Literary – Explaining compounding factors leading to environmental damage. Evaluating effectiveness of managing strategies for conserving the environment.	Numerical – Calculating birth rates, death rates and natural increase Statistical Literary – Explaining complex social issues around birth rate
Tier 3 Vocabulary	Health tourism Cultural dilution Debasement Voyeurism Multiplier effect Informal economy Climate migrant Urbanisation Salination Deforestation	Bleaching Polyps Symbiotic Participatory Appraisal Charity Quotas Calfire Backburn Fuel Crown fire Dead-man zone Prescribed burning Firestorm Bioclimatologist Mitigation Liquefaction	Congestion Commercial Industrial Residential Suburbs Inner city Central Business District (CBD) Birth rate / death rate Population distribution and density Dense and Sparse Patriarchal Polygamy
Assessment	Describe the trends in tourist numbers and destinations within Thailand. Explain the reasons for Thailand's popularity. Compare climates and attractions of different regions of Thailand. Assess the benefits and problems associated with tourism Describe patterns in flood risk Explain why Bangladesh is so at risk from flooding. Explain the impact of climate change on flood risk. Explain measures taken to reduce flood risk. Assess Bangladesh's response to climate change	Describe the pattern of wildfires both spatially and over time. Describe the impact of wildfires on California. Explain the contributing factors which causes wildfires. Assess California's response to wildfires. Assess the use of prescribed burning Explain the formation and processes involved in tsunamis. Explain the impact of Tsunamis on Japan	Describe trends over time for birth and death rates. Explain the complex reasons behind people's choices on fertility rates. Explain future trends and implications. Assess measures taken to reduce birth rates. Assess measures taken to promote birth rates.

Key Stage 4 Year 10 – Long Term Planning AQA GCSE

	Autumn term	Spring term	Summer term
Knowledge	**Paper 1 - The Physical Environment** **Changing UK Landscapes** The characteristics and distribution of the UK's main rock types The role of geology and past tectonic processes in the development of upland and lowland landscapes. How distinctive upland and lowland landscapes result from the interaction of physical processes How distinctive landscapes result from human activity over time. **Coasts** A variety of physical processes interact to shape coastal landscapes Coastal erosion and deposition create distinctive landforms within the coastal landscape Human activities can lead to changes in coastal landscapes which affect people and the environment Distinctive coastal landscapes are the outcome of the interaction between physical and human processes **Rivers** A variety of physical processes interact to shape river landscapes Erosion and deposition interacting with geology create distinctive landforms in river landscapes Human activities can lead to changes in river landscapes which affect people and the environment Distinctive river landscapes are the outcome of the interaction between physical and human processes	**Paper 1 - The Physical Environment** **Weather Hazards & Climate Change** The atmosphere operates as a global system transferring heat and energy The global climate was different in the past and continues to change due to natural causes Global climate is now changing as a result of human activity The UK has a distinct climate which has changed over time **Tropical cyclone** How the global circulation of the atmosphere leads to tropical cyclones (hurricanes and typhoons) There are various impacts of and responses to natural hazards caused by tropical cyclones depending on a country's level of development **Droughts** The causes of drought are complex with some locations more vulnerable than others The impacts of, and responses to drought vary depending on a country's level of development	**Paper 1 - The Physical Environment** **Ecosystems & Biomes** Large-scale ecosystems are found in different parts of the world and are important The biosphere is a vital system The UK has its own variety of distinctive ecosystems that it relies on **Tropical Rainforests** Tropical rainforests show a range of distinguishing features Tropical rainforest ecosystems provide a range of goods and services some of which are under threat **Deciduous Woodlands** Deciduous woodlands show a range of distinguishing features Deciduous woodlands ecosystems provide a range of goods and services some of which are under threat **Paper 3 Geographical Investigations.** **Coasts fieldwork** • Formulating Enquiry questions • Fieldwork methods • Secondary data sources

	<u>Glaciers</u> Physical processes that interact to shape glaciated upland landscapes Students study glacial erosion and deposition create distinctive landforms within glaciated upland landscapes Students learn that human activities can lead to changes in glaciated upland landscapes Students study distinctive glaciated upland landscapes are the outcome of the interaction between physical and human processes Students study physical processes that operate on the relict upland glacial landscapes of today: mechanical weathering (freeze thaw), mass movement (soil movement, and rock falls/slides),		
Skills	(1) Geological maps (2) Using simple geological cross sections to show the relationship between geology and relief (3) Locating key physical features (uplands, lowland basins, rivers) on outline UK maps (4) Recognition of physical and human geography features on 1:25000 and 1:50000 OS maps. 5) Use of BGS Geology maps (paper or online) to link coastal form to geology (6) Using UK weather and climate data and calculation of mean rates of erosion using a multi-year data set (14) Using UK weather and climate data	(1) Use and interpretation of line graphs/bar charts showing climate change (2) Use of GIS to track the movement of tropical cyclones (3) Use of weather and storm surge data to calculate Saffir-Simpson magnitude (4) Use of social media source, satellite images and socio-economic data to assess impact (5) Use and interpretation of graphs showing medium term rainfall trends (6) Use and interpretation of socio-economic data	(1) Use of world maps to show the location of global biomes (2) Comparing climate graphs for different biomes (3) Interpret GIS maps (4) Use and interpretation of nutrient cycle diagrams and food webs diagrams (5) Use and interpretation of line graphs showing the range of future global population projections, and population in relation to likely available resources (6) Use of GIS to identify the pattern of forest loss.
Vocabulary (Key words lists for each topic are available)	Weathering - mechanical, chemical, biological Mass movement - sliding and slumping Erosion - corrasion, hydraulic action, attrition and solution Transport - traction, saltation, suspension, solution Longshore drift	Pressure Temperature Humidity Milankovitch Cycles Hadley Cell Tropical cyclones North Atlantic Drift	Biosphere Biome Biomass Ecosystem Biotic and Abiotic Tropical rainforest Deciduous woodland

	Deposition Concordant/discordant Joints, faults and bedding planes		Sustainability Adaptation
Assessment	Describe and explain the Characteristics of • the UK's main rock types • landscapes resulting from human activity • physical processes at work on the coast • geological structure on landforms • UK's weather and climate affect rates of coastal erosion • erosional processes and depositional processes on landforms • human impact on the coast and coastal defences • physical processes at work in the river landscape • how river landscapes contrast between the upper courses, mid courses and lower courses • the role of erosion and deposition processes in the development of landforms • how human activities have impacted on river landscapes and flooding. Evaluate advantages and disadvantages of different defences used on UK rivers	Describe and explain the features of • the global atmospheric circulation • How circulation cells and ocean currents transfer heat energy • How climate has changed in the past over different time scales • the causes and evidence for natural climate change. • how human activities produce greenhouse gases that cause the enhanced greenhouse effect • how the global circulation of the atmosphere leads to tropical cyclones. • the characteristics, frequency and geographical distribution of tropical cyclones and how these change over time. • arid environments and droughts • the global circulation makes some locations more vulnerable to drought as a natural hazard than others and how this changes over time. • how the impacts of drought on people and ecosystems Evaluate • the different social, economic and environmental impacts that tropical cyclones • the different responses to tropical cyclones • the negative effects that climate change is having on the environment and people. • The different responses to drought	For both tropical rainforests and deciduous woodlands, describe • the distributions and characteristics of the world's large-scale ecosystems • the role of climate and local factors in influencing the distribution of biomes • how the biosphere provides resources • the distribution and characteristics of the UK's main terrestrial ecosystems • biotic and abiotic characteristics • The interdependence of biotic and abiotic characteristics and nutrient cycles • interdependence of biotic and abiotic characteristics in and their nutrient cycles For both tropical rainforests and deciduous woodlands, explain • the importance of marine ecosystems to the UK as a resource and how human activities are degrading them • how plants and animals are adapted to their environments • why levels of biodiversity vary • examples of goods and services provided • how climate change presents a threat • causes of deforestation • sustainable management

Key Stage 4: Year 11 – Long Term Planning

	Autumn term	Spring term	Summer term
Knowledge	**Paper 2 - The Human Environment** **Changing Cities** Contrasting trends in urbanisation over the last 50 years in different parts of the world The degree of urbanisation varies across the UK Students study a Case Study of a major UK city. This includes the context of the chosen UK city influences its functions and structure Students study how the city is being changed by movements of people, employment and services. Globalisation and economic change create challenges for the chosen UK city that require long-term solutions Case Study of a major city in a developing country or an emerging country The context of the chosen developing country or emerging country city influences its functions and structure The character of the chosen developing country or emerging country city is influenced by its fast rate of growth Rapid growth, within the chosen developing country or emerging country city, results in a number of challenges that need to be managed **Paper 3 Geographical Investigations.** **Urban fieldwork** • Formulating Enquiry questions • Fieldwork methods • Secondary data sources	**Paper 2 -- The Human Environment** **Global Development** • Definitions of development vary as do attempts to measure it • The level of development varies globally • Uneven global development has had a range of consequences • A range of strategies has been used to try to address uneven development Case Study of development in a developing country or an emerging country • The level of development of the chosen developing or emerging country is influenced by its location and context in the world • The interactions of economic, social and demographic processes influence the development of the chosen developing or emerging country • Changing geopolitics and technology impact on the chosen developing or emerging country • There are positive and negative impacts of rapid development for the people and environment of the chosen developing or emerging country	**UK Paper 2 - The Human Environment** **Resources** • A natural resource is any feature or part of the environment that can be used to meet human needs • Natural resources can be defined and classified in different ways (biotic, abiotic, renewable and non-renewable). The patterns of the distribution and consumption of natural resources varies on a global and a national scale **Paper 3 Geographical Investigations and UK Challenges** • The UK's resource consumption and environmental sustainability challenge • The UK settlement, population and economic challenges • The UK's landscape challenges • The UK's climate change challenges

Skills	(1) Use and interpretation of line graphs and calculating of rate of change/annual or decadal percentage growth (2) Using satellite images to identify different land use zones in urban areas (3) Using a combination of population pyramids, choropleth maps and GIS (4) Using Census output area data for 2011 (5) Calculating the ecological footprint of people in the city, and comparing it to other locations (6) Using GIS/satellite images, historic images and maps to investigate spatial growth (7) Using quantitative and qualitative information to judge the scale of variations in quality of life.	(1) Comparing the relative ranking of countries using single versus composite development measures (2) Interpreting choropleth maps (3) Using numerical economic data to profile the chosen country (4) Using proportional flow line maps to visualize trade patterns and flows (5) Interpreting population pyramids (6) Using socio-economic data to calculate difference from the mean, for core and periphery regions	
Vocabulary (Key words lists for each topic are available)	Land Use Zones Infrastructure Urbanisation Rural to urban migration Green/Brown field Suburbanisation Depravation <u>Fieldtrip specific vocab</u> Random/systematic/stratified sampling Quantitative and qualitative Primary and secondary	Development indicators Life expectancy Infant mortality Aid Multiplier effect Periphery Core	
Assessment	Compare and contrast trends in • urbanisation over time • across different parts of the world Describe and explain • why urbanisation has occurred at different times and rates in different parts of the world and the effects. • the distribution of urban population in the UK	Contrast ways of defining development Describe and explain • different factors contribute to the human development of a country • Global pattern of development. • the impact of uneven development on the quality of life in different parts of the world • the difference between top-down and bottom-up development projects	With regards to world resources, describe and explain • How natural resources can be defined and classified • Ways in which people exploit environments • How environments are changed by this exploitation • Global and UK variety and distribution of natural resources

	• the factors causing the rate of urbanisation to differ between the regions of the UK. Develop a question that can be investigated through fieldwork	• how development is measured Evaluate the advantages and limitations in the promotion of development. Case study – India. Describe and explain • location in its region and globally. • the broad political, social, cultural and environmental context of the chosen country in its region and globally. • the unevenness of development within India • the changing balance between public and private investment • changes in population structure and life expectancy • the geopolitical relationships with other countries • how technology and connectivity support development Evaluate • the impacts of rapid development • the impacts of changes that have occurred in the employment sectors	• Global patterns of usage and consumption of food, energy and water. With regards to energy, describe and explain • How energy resources can be classified as renewable and non-renewable. • The composition of the UK's energy mix. • How and why global demand and supply has changed • The factors that cause global variations in the energy mix • How non-renewable energy resources are being developed • Why renewable and non-renewable energy resources require sustainable management. • How countries have attempted to manage their energy resources in a sustainable way. Evaluate • Advantages and disadvantages of non-renewable energy resource. • Advantages and disadvantages of renewable energy resource. • How technology (fracking) can resolve energy resource shortages. • How attitudes to the exploitation and consumption of energy resources • Different views held by individuals, organisations and governments on the management and sustainable use of energy resources.