Curriculum Area:	Geography

Intent

Curriculum Statement:

The Geography curriculum at Corby Business Academy will ensure that students appreciate the physical and human landscapes of this world; from the concrete jungles known as mega cities to the winding roads that rivers carve into landscapes. They will understand the inner depths of the dysfunctional jigsaw puzzle that we live on, ranging from the plate tectonics to the ever-growing heights of Mount Everest. We will allow students to have a clear view of issues that affect people around the world and empower them to both justify their views and make decisions.

Geography studies will take students on a journey of geographical investigations, to gain knowledge of what places are like now, understand how the past has influenced our present and how it might shape the future. Planning and programmes of study will also allow students to learn how to vocalise their opinions to create arguments and understanding using geographical vocabulary.

Lessons will create curiosity and give students the foundation to make a difference in the ever-changing world we live in. Guidance towards academic and career-based pathways will be embedded within learning experiences, and the wider curriculum, thus ensuring students a acquire a passion for Geography.

Implementation

Year 7 - Content		Assessments		Literacy	Numeracy
		Topics	Assessment type		
Term 1	• The make up the British Isles • UK landscapes and population distraction • UK links with Europe Migration (Push and Pull factors) • The definition of a coral reef • Types of coral reefs • Factors affecting the survival of CR • To complete assessments • The characteristics of a hot desert • The climate of a hot desert • Animal/plant adaptations • Challenges of a hot desert • The definition and characteristics of megacities • The definition and characteristics of NEEs • Definition and investigation of development • The characteristics of a cold desert	**Exploring our world**	• Key stage two – baseline entry test on arrival • One/ two yellow sheet progress check (2 - 4 marked questions to check topic understanding) per term • Regular presentation and progress checks. • End of topic test (Dec)	• Environment • Economic • Physical geography • Human geography • Country • Favela • Social • Tsunami • Tectonic plate • Deforestation • Ecosystem • Desert • Extreme environment • Settlement • Service • LIC • Poverty • • Renewable and non-renewable energy sources	• Demonstrate an understanding of area and scales • Understand and correctly use proportion and ratio, magnitude and frequency • Draw informed conclusions from numerical data. • Ability to calculate median, mean, mode, range, quartiles and inter-quartile range, • Calculate percentage increase or decrease • Describe relationships in data: draw estimated lines of best fit, make predictions, interpolate and extrapolate trends • Be able to identify weaknesses in selective statistical presentation of data. • 4 and 6 figure grid reference
Term 2	• The environmental challenges of a cold desert • What is the arctic treaty • Explore the sustainability of Antarctica & key players • Location and climate of South America • Demographic of South America • How tourism links to development in South America • Opportunities and challenges • Location of Chile • Types of tectonic plate movements • Formation, causes and effects of earthquakes • Formation, causes and effects of volcanoes • Characteristics of ecosystems and landscapes • Conditions that contribute to wildfires • Causes and effects of wildfires • Demographics of population distribution in North America				

	• Reasons for changing demographics • Energy renewable v's non-renewable (key players) • Advantages and disadvantages of fracking (key players • Reasons for disparity in wealth • How does region affect wealth • Advantages and disadvantages of tourism • Sustainability of tourism within regions				
Term 3 **Term 4**	• The major global ecosystems/biomes (names, locations and features (biotic and abiotic) • A case study ecosystem/biome to illustrate the following: • Characteristics including landscape, climate and vegetation • Factors that make the environment extreme • Animal adaptations (behavioural and physical) • A case study ecosystem/biome to illustrate the following: • Human uses (reasons for and impacts) • How the chosen ecosystem/biome could be used sustainably • The greenhouse effect and the enhanced greenhouse effect • Cause of global warming • The effects of global warming on the chosen ecosystem/biome	**Ecosystems (Polar)**	• One/ two Yellow sheet progress check (2 – 4 marked questions to check topic understanding) per term • Regular presentation and progress checks. • End of topic test: Ecosystems	• Biome • Population distribution • Weather • Climate • Biotic • Abiotic • Interdependence, • Adaptation • Physical adaptation • Behavioural adaptation, • Exploitation • Sustainable • Global warming • Greenhouse effect • Population density • Economic development • HIC, NEE and LIC	• Coordinates – latitude and longitude • Interpret and construct climate graphs • Understand and correctly use proportion and ratio, magnitude and frequency • Draw informed conclusions from numerical data.
Term 5 **Term 6**	• The water cycle • Physical processes of erosion, transportation and deposition • Characteristics of a chosen landscape (coastal) • Features of a drainage basin • The cause (human and physical) and effects of coastal flooding and erosion • Coastal processes (including longshore drift) and resulting landforms (including influence of resistant and less resistant rock (hard and soft) • Advantages and disadvantages of the different coastal management strategies (including why they are used in certain locations e.g. land value) • A coastal case study and field trip to develop geographical investigation skills and support knowledge	**Physical landscapes in the UK (River and Coasts)**	• One/two Yellow sheet progress check (2 - 4 marked questions to check topic understanding) per term • Regular presentation and progress checks. • End of year assessment (Section A: Geographical skill, Section B: Ecosystems, Section C: Rivers & Coasts)	• Abrasion • Attrition • Cross profile • Dam and reservoir • Embankments • Estuary • Flood plain zoning • Flood relief channels • Flood risk • Flood warning • Fluvial processes • Gorge • Hard engineering • Hydraulic action • Levees • Long profile • Meander • Ox-bow lake • Precipitation • Saltation • Soft engineering • Solution • (Channel) straightening • Suspension • Traction • Waterfall • Evaporation • Precipitation • Runoff	• Demonstrate an understanding of number, area and scales, and the quantitative relationships between units • Understand and correctly use proportion and ratio, magnitude and frequency • Draw informed conclusions from numerical data.

				• Ground water • Erosion • Transportation • Deposition • Hydraulic action • Abrasion • Bay & headland • Deposition • crack, cave, arch, stack & stump • Backwash • Swash • Longshore drift • Spit • Prevailing wind	

Year 8 - Content		Assessments		Literacy	Numeracy
		Topics	Assessment type		
Term 1	• Definition of globalisation including examples of how the movement of goods, services, people, money and information have increased and how the world is becoming more interconnected. • The factors that have influenced globalisation • The pros and cons of globalisation – unequal flows of money and people and unequal power relations • The global pattern of trade – the rise of NEEs • Use a case study (country, product, service etc) to illustrate the meaning of interdependence • The advantages and disadvantages of TNCs (support with a case study example) • Ethical consumerism – Fairtrade, sweatshops, food miles, buy local, organic, agribusinesses.	**Globalisation (Almighty dollar)**	• One/two yellow sheet progress check (2 - 4 marked questions to check topic understanding) per term • Regular presentation and progress checks. • Mini assessment: Globalisation	• Globalisation • Goods and services • Interconnected • Interdependence • LIC, HIC, NEE • GDP/GNI (per capita • Development • Brandt line • Poverty • Death rate • Birth rate • Life expectancy • Doctors per person • % urban population • % working in farming • Literacy rate • World Health Organisation (WHO) • Pandemic	• Suggest an appropriate form of graphical representation for the data provided • Complete a variety of graphs and maps – choropleth • Calculate percentage increase or decrease • Describe relationships in data: draw estimated lines of best fit, make predictions, interpolate and extrapolate trends • 4 and 6 figure grid reference
Term 2	• To know what weather is and what elements it includes. • To know what climate is and to be able to describe different climate. • To know why is it important to measure the weather. • To know the different ways weather is measured. • To understand how clouds and rain are created. • To be able to describe the different types of rainfall and how they form. • To investigate what causes the changeable weather we receive in the British Isles. • To be able to how air masses create weather. • To know what is air pressure and how it forms with regards to low pressure. • To know what is air pressure and how it forms with regards to high pressure.	**Weather and Climate**	• One/ two Yellow sheet progress check (2 – 4 marked questions to check topic understanding) per term. • Regular presentation and progress checks. • Microclimate assessed piece of work.	• Altitude • Atmosphere • Climate • Clouds • Condensation • Drought • Evaporation • Fog • Humidity • Hurricane • Meteorology • Precipitation • Temperature • Transpiration • Weather	• Select and construct appropriate graphs and charts to present data, using appropriate scales – line charts, bar charts, pie charts, pictograms and population pyramids • Suggest an appropriate form of graphical representation for the data provided • Understand and correctly use proportion and ratio, magnitude and frequency • Draw informed conclusions from numerical data.

	• To be able to Interpret synoptic charts • To be able to list and explain different factors that influence the climate. • To know the main climate zones around the world. • To understand how and why climate changes around the world.				
Term 3	• To be able to recognise that the Earth's climate has changed significantly over time and on different timescales. • To be able to Identify different pieces of evidence for climate change. • To know the difference between the Greenhouse effect and the enhanced Greenhouse effect • To be able to describe what happen if carbon dioxide did not exist in the atmosphere. • To be able to identify the difference between global warming and climate change • To be able to understand and explain different natural causes of climate change. • To be able to understand and explain the different human causes of climate change. • To understand some of the impact's climate change is having on the world. • To understand further the global impact of climate change. • To understand the impacts of climate change in the UK. • To understand why flooding occurs. • To understand how we can reduce the issues associated with climate change. • To understand how we can reduce the issues associated with climate change	**Weather and Climate (Climate change)**	• One/ two yellow sheet progress check (2 - 4 marked questions to check topic understanding) per term. • Regular presentation and progress checks. • End of term assessment: Weather and Climate change	• Carbon dioxide • Carbon footprint • Climate change • Climate change refugee • Deforestation • Eccentricity • Enhanced greenhouse effect • Flash flood • Glacial period • Global warming • Greenhouse gas • Holocene epoch • Ice age • Ice core • Interglacial period • Isotope • Milankovitch cycles • Natural greenhouse effect • Obliquity • Pleistocene epoch • Precession • Quaternary period • Radiation • Sea ice maximum • Sea ice minimum • Sunspot	• Select and construct appropriate graphs and charts to present data, using appropriate scales – line charts, bar charts, pie charts, pictograms and population pyramids • Suggest an appropriate form of graphical representation for the data provided • Understand and correctly use proportion and ratio, magnitude and frequency • Draw informed conclusions from numerical data.
Term 4	• Global patterns of inequality such as The Brandt line • What is meant by development? • How a range of social, economic and environmental factors can influence development • Social and economic development indicators • The employment structure: the different sectors, how employment structures link to development, how and why the employment structure can change over time with reference to the UK, • Use an example disease to demonstrate the factors that influence the spread of a disease, the effects and attempts to manage	**Developing World (Factfulness)**	• One/ two yellow sheet progress check (2 - 4 marked questions to check topic understanding) per term • Regular presentation and progress checks.	• Brandt line • Poverty • Death rate • Birth rate • Life expectancy • Doctors per person • % urban population • % working in farming • Literacy rate • World Health Organisation (WHO) • Pandemic • Environment • Communities • Social • Economic • Development • Brownfield site • Dereliction • Economic opportunities • Migration • Pollution	• Select and construct appropriate graphs and charts to present data, using appropriate scales – line charts, bar charts • Interpret and extract information from different types of maps, graphs and charts, including population pyramids, choropleth maps, flow-line maps, dispersion graphs. • 4 and 6 figure grid reference

				• Rural-urban fringe • Social opportunities • Traffic congestion • Urban regeneration • Trafficking • Victims • Investigate	
Term 5 Term 6	• The difference between a Disasters and hazards • Drifting continents theory • Earthquakes (With plate movement understanding) • Case study Earthquakes in-depth causes, primary and secondary impacts of the 2014 Haiti EQ • Understanding of Different types of Volcanoes (Characteristics and locates) • Case study of Iceland (detailing the immediate and long-term responses and management of volcanic eruptions • Investigating the causes and Impacts of a Tsunami • Weather hazard case study – Typhoon Haiyan (understanding why and where tropical storms form and how LIC and HIC prepare for should hazards • Understanding the difference between a Human disaster and a natural disaster. • Key information about one human disaster • Investigate the reason and causes of a Famine with case study information.	**Hazards and disasters**	• One/ two yellow sheet progress check (2 – 4 marked questions to check topic understanding) per term • Regular presentation and progress checks. • End of year assessment (Section A: Globalisation, Section B: Weather and Climate, Section C: Hazards)	• Hazard risk • Natural hazard • Tectonic hazards • Conservative plate margin • Constructive plate margin • Destructive plate margin • Earthquake • Immediate responses • Long-term responses • Monitoring • Plate margin • Planning • Prediction • Primary effects • Protection • Secondary effects • Tectonic hazard • Tectonic plate • Volcano	• Select and construct appropriate graphs and charts to present data, using appropriate scales – line charts, bar charts • Interpret and extract information from different types of maps, graphs and charts, including population pyramids, choropleth maps, flow-line maps, dispersion graphs.

Year 9 - Content		Assessments		Literacy	Numeracy
		Topics	Assessment type		
Term 1 Term 2	• To understand the link between Geography and sport and the positive and negative Benefits of sport • Explain the negative impacts of sport, Local, national, globally. • To investigate the link with sport and globalisation (Good and bad elements) • Case study investigate of a TNC (Nike) the positive and negatives the company have worldwide. • Explain the impacts of a sweatshop • To investigate the World Cup and the global impact the event can have locally, nationally and globally • Describe conflict that a major sporting event can have on an area • Case study (London 2012) to develop detail understanding of how the Olympic games can boost the UK's economy • To know the difference between Brown and Greenfield sites (Understand positive and negative impacts of both) with examples locally and case study based.	**The Geography of Sport**	• One/ two sheet progress check (2 -4 marked questions to check topic understanding) per term • Regular presentation and progress checks. • End of term assessment: Geography of Sport (Dec)	• Environment • Communities • Olympics • Social • Economic • Development • Regenerate • Generated • Traffic congestion • Pollution • Mitigate • Globalisation • Trans national corporation • Sweatshops • Conditions • Brownfield sites • Greenfield sites • Sustainable • Habitat • Derelict	• Select and construct appropriate graphs and charts to present data, using appropriate scales – line charts, bar charts, pie charts • Suggest an appropriate form of graphical representation for the data provided

Term 3 **Term 4**	• Maximum extent of ice cover across the UK during the last ice age. • Glacial processes: freeze-thaw weathering • erosion – abrasion and plucking movement and transportation – rotational slip and bulldozing • deposition – why glaciers deposit sediment (till and outwash). • Characteristics and formation of landforms resulting from erosion – corries, arêtes, pyramidal peaks, truncated spurs, glacial troughs, ribbon lakes and hanging valleys. • Characteristics and formation of landforms resulting from transportation and deposition - erratic's, drumlins, types of moraine. • An example of an upland area in the UK • affected by glaciation to identify its major landforms of erosion and deposition. • An overview of economic activities in glaciated upland areas – tourism, farming, forestry and quarrying. • Conflicts between different land uses, and • between development and conservation. • An example of a glaciated upland area in the • UK used for tourism to show: • the attractions for tourists • social, economic and environmental impacts of tourism • strategies used to manage the impact of tourism	**Our world of Ice**	• One/ two yellow sheet progress check (2 - 4 marked questions to check topic understanding) per term. • Regular presentation and progress checks. • End of topic assessment: Glaciation (Apr)	• Ice Sheet • Glaciers • Sea ice • Glaciation • Radiation • Transition • Gravity • Temperature • Environment • Impacts • Continents • Albedo • Circulation • Climate change • Hemisphere • Longitude • Latitude • Mountains • Nepal • Himalayas • Everest • Relief • Lowland • Upland • River system • Geology • Erosion • Deposition • Corrie • Tarn • Aretes • Pyramidal peaks • U-shaped valley • Truncated spurs • Hanging Valleys • Opportunities • Reservoirs • Conservation • Hunting • Forestry • Wind turbines • Tourism • Glacial	• Select and construct appropriate graphs and charts to present data, using appropriate scales – line charts, bar charts, pie charts • Draw informed conclusions from numerical data. • Suggest an appropriate form of graphical representation for the data provided • Complete a variety of graphs and maps – choropleth • Calculate percentage increase or decrease • Describe relationships in data: draw estimated lines of best fit, make predictions, interpolate and extrapolate trends • Plot information on graphs when axes and scales are provided • Interpret and extract information from different types of maps, graphs and charts, including population pyramids, choropleth maps, flow-line maps, dispersion graphs. • Demonstrate an understanding of number, area and scales, and the quantitative relationships between units • Understand and correctly use proportion and ratio, magnitude and frequency • Draw informed conclusions from numerical data.

Term 5 **Term 6**	• What are resources • A variety of primary industries e.g. mining, fishing, logging etc. • The history of coal mining: deep-shaft to open cast, and its economic importance • Why is energy such an important resource • The world's demand for energy has increased • The key terms associated with energy e.g. non-renewable, fossil fuel, renewable, critical, alternative • The different types of energy - renewable and non-renewable • How the UK's energy supply has changed since 1950 • The UK's energy mix in 2010, to highlight over reliance on fossil fuels, to compare with 2019 • Overview of how burning fossil fuels causes the enhanced greenhouse effect and its economic, social and environmental impacts • The economic, social and environmental impacts of the Deep Horizon oil spill in the Gulf of Mexico and oil spills in Russia • The environmental impacts of open cast mining • What is renewable energy, and can it meet our energy needs? • The key locational factors for a wind farm, both on-shore and off-shore • The economic, social and environmental advantages and disadvantages of wind farms • Is nuclear power the answer to our energy needs? • The national distribution of nuclear power plants • To debate whether nuclear energy is a viable option for the future. To include assessment of all types of energy (fossil fuels, nuclear and renewable) • To know and describe the methods of energy conservation and recognise the significant impact this could have – cars, houses, work • To propose a future energy mix for the UK • Examine the features of sustainable urban living: water and energy conservation, waste recycling and creating green space.	**Resource Management and Sustainability**	• One/ two yellow sheet progress check (2 - 4 marked questions to check topic understanding) per term. • Regular presentation and progress checks. • End of year assessment: Section A: Urban issues (Geography of Sport), Section B: Glaciation, Section C: Resources).	• Resource management • Agribusiness • Carbon footprint • Energy mix • Food miles • Fossil fuel • Local food sourcing • Organic produce • Resource Management • Food • Aeroponics • Biotechnology • Famine • Food insecurity • Food security • Hydroponics • Irrigation • Permaculture • Sustainable development • Sustainable food supply • The new green revolution • Undernutrition • Urban farming • Renewable energy • Non-renewable energy • Sustainable • Urban greening Sustainable urban living • Traffic congestion • Urban greening • Urbanisation • Urban regeneration • Urban sprawl • Waste recycling	• Plot information on graphs when axes and scales are provided • Interpret and extract information from different types of maps, graphs and charts, including population pyramids, choropleth maps, flow-line maps, dispersion graphs. • Demonstrate an understanding of number, area and scales, and the quantitative relationships between units • Understand and correctly use proportion and ratio, magnitude and frequency • • Draw informed conclusions from numerical data.

Year 10 - Content		Assessments		Literacy	Numeracy
		Topics	Assessment type		
Term 1	• The physical characteristics of a tropical rainforest. • The interdependence of climate, water, soils, plants, animals and people. • How plants and animals adapt to the physical conditions. • Issues related to biodiversity.	**Intro to ecosystems and tropical rainforests**	• Three/ Four yellow sheet progress check (1-4 marked questions to check topic understanding) • Regular presentation and progress checks.	• Ecosystems • Abiotic • Biotic • Consumer • Decomposer	• Use appropriate measures of central tendency, spread and cumulative frequency (median, mean, range, quartiles and inter-quartile range, mode and modal class)

	• Changing rates of deforestation. • A case study of a tropical rainforest to • illustrate: • causes of deforestation – subsistence and • commercial farming, logging, road building, mineral extraction, energy development, settlement, population growth • impacts of deforestation – economic development, soil erosion, contribution to climate change. • Value of tropical rainforests to people and the environment. • Strategies used to manage the rainforest • Sustainably – selective logging and replanting, conservation and education, ecotourism and international agreements about the use of tropical hardwoods, debt reduction.			• Ecosystem • Food chain • Food web • Nutrient cycling • Tropical rainforests • Biodiversity • Commercial farming • Debt reduction • Deforestation • Ecotourism • Logging • Mineral extraction • Selective logging • Soil erosion • Subsistence farming • Sustainability	• Calculate percentage increase or decrease and understand the use of percentiles • Describe relationships in data: sketch trend lines through scatter plots, draw estimated lines of best fit, make predictions, interpolate and extrapolate trends
Term 2	• Definition of a natural hazard. • Types of natural hazard. • Factors affecting hazard risk. • Plate tectonics theory. • Global distribution of earthquakes and volcanic eruptions and their relationship to plate margins. • Physical processes taking place at different • types of plate margin (constructive, destructive • and conservative) that lead to earthquakes and volcanic activity. • Primary and secondary effects of a tectonic hazard. • Immediate and long-term responses to a tectonic hazard. • Use named examples to show how the effects and responses to a tectonic hazard vary between two areas of contrasting levels of wealth. • 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.	**Hazards (Tectonic)**	• Three/ Four yellow sheet progress check (1-4 marked questions to check topic understanding) • Regular presentation and progress checks. • Assessment: Tropical rainforests	• Hazard risk • Natural hazard • Tectonic hazards • Conservative plate margin • Constructive plate margin • Destructive plate margin • Earthquake • Immediate responses • Long-term responses • Monitoring • Plate margin • Planning • Prediction • Primary effects • Protection • Secondary effects • Tectonic hazard • Tectonic plate • Volcano	• Suggest an appropriate form of graphical representation for the data provided • Complete a variety of graphs and maps – choropleth, isoline, dot maps, desire lines, proportional symbols and flow lines • Use and understand gradient, contour and value on isoline maps • Plot information on graphs when axes and scales are provided • Interpret and extract information from different types of maps, graphs and charts, including population pyramids, choropleth maps, flow-line maps, dispersion graphs.
Term 3	• The global pattern of urban change. • Urban trends in different parts of the world • including HICs and LICs. • Factors affecting the rate of urbanisation – • migration (push–pull theory), natural increase. • The emergence of megacities. • A case study of a major city in an LIC or NEE • to illustrate: the location and importance of the city, regionally, nationally and internationally • causes of growth: natural increase and migration • how urban growth has created • opportunities: • social: access to services – health and education; access to resources – water supply, energy	**Urban Issues and Challenges (Rio)**	• Three/ Four yellow sheet progress check (1-4 marked questions to check topic understanding) • Regular presentation and progress checks. • Assessment: Tectonic hazards • Assessment: Urban Issues Part one (LIC/ NEE)	• Brownfield site • Dereliction • Economic opportunities • Greenfield site • Inequalities • Integrated transport systems • Mega-cities • Migration • Natural increase • Pollution • Rural-urban fringe • Sanitation • Social deprivation	• select and construct appropriate graphs and charts to present data, using appropriate scales – line charts, bar charts, pie charts, pictograms, histograms with equal class intervals, divided bar, scatter graphs, and population pyramids • suggest an appropriate form of graphical representation for the data provided • complete a variety of graphs and maps – choropleth, isoline, dot maps, desire lines, proportional symbols and flow lines • use and understand gradient, contour and value on isoline maps • plot information on graphs when axes and scales are provided

	• economic: how urban industrial areas can be a stimulus for economic development how urban growth has created • challenges: managing urban growth – slums, squatter settlements providing clean water, sanitation systems and energy providing access to services – health and education • reducing unemployment and crime • managing environmental issues – • waste disposal, air and water pollution, • traffic congestion. • An example of how urban planning is improving • the quality of life for the urban poor. • The long profile and changing cross profile of a river and its valley. • Fluvial processes: • erosion – hydraulic action, abrasion, attrition, solution, vertical and lateral erosion • transportation – traction, saltation, suspension and solution • deposition – why rivers deposit sediment. • Characteristics and formation of landforms resulting from erosion – interlocking spurs, waterfalls and gorges. • Characteristics and formation of landforms resulting from erosion and deposition – meanders and ox-bow lakes. • Characteristics and formation of landforms resulting from deposition – levées, flood plains and estuaries. • An example of a river valley in the UK to identify its major landforms of erosion and deposition. • How physical and human factors affect the flood risk – precipitation, geology, relief and land use. • The use of hydrographs to show the relationship between precipitation and discharge. • The costs and benefits of the following • management strategies: • hard engineering – dams and reservoirs, • straightening, embankments, flood relief channels • soft engineering – flood warnings and preparation, flood plain zoning, planting trees and river restoration. • 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.	**Rivers**		• Social opportunities • Squatter settlement • Sustainable urban living • Traffic congestion • Urban greening • Urbanisation • Urban regeneration • Urban sprawl • Waste recycling • Abrasion • Attrition • Cross profile • Dam and reservoir • Discharge • Embankments • Estuary • Flood • Flood plain • Flood risk • Flood warning • Fluvial processes • Gorge • Hard engineering • Hydraulic action • Hydrograph • Interlocking spurs • Lateral erosion • Levees • Long profile • Meander • Ox-bow lake • Precipitation • Saltation • Soft engineering • Solution • (Channel) straightening • Suspension • Traction • Vertical erosion • Waterfall	• interpret and extract information from different types of maps, graphs and charts, including population pyramids, choropleth maps, flow-line maps, dispersion graphs. • demonstrate an understanding of number, area and scales, 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 and frequency • draw informed conclusions from numerical data. • 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 • Use and understand gradient, contour and value on isoline maps • Plot information on graphs when axes and scales are provided • Interpret and extract information from different types of maps, graphs and charts, including population pyramids, choropleth maps, flow-line maps, dispersion graphs.
Term 4	• General atmospheric circulation model: pressure belts and surface winds. • Global distribution of tropical storms (hurricanes, cyclones, typhoons). • An understanding of the relationship between tropical storms and general atmospheric circulation.	**Weather hazards and climate change**	• Three/ Four yellow sheet progress check (1-4 marked questions to check topic understanding) • Regular presentation and progress checks. • Assessment: Tectonic hazards • Assessment: Rivers	• Economic impact • Environmental impact • Extreme weather • Global atmospheric circulation • Immediate responses • Long-term responses	• 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

	• Causes of tropical storms and the sequence of their formation and development. • The structure and features of a tropical storm. • How climate change might affect the distribution, frequency and intensity of tropical storms. • Primary and secondary effects of tropical • storms. • Immediate and long-term responses to tropical • storms. • Use a named example of a tropical storm to show its effects and responses. • How monitoring, prediction, protection and planning can reduce the effects of tropical storms. • An overview of types of weather hazard experienced in the UK. • An example of a recent extreme weather event • in the UK to illustrate: causes social, economic and environmental impacts • how management strategies can reduce • risk. • Evidence that weather is becoming more extreme in the UK. • Evidence for climate change from the beginning of the Quaternary period to the present day. • Possible causes of climate change: • natural factors – orbital changes, volcanic activity and solar output • human factors – use of fossil fuels, agriculture and deforestation. • Overview of the effects of climate change on people and the environment. • Managing climate change: • mitigation – alternative energy production, carbon capture, planting trees, international agreements • adaptation – change in agricultural systems, managing water supply, reducing risk from rising sea levels.			• Management strategies • Monitoring • Planning • Prediction • Primary effects • Protection • Secondary effects • Social impact • Tropical storm (hurricane, cyclone, typhoon) • Climate change • Adaptation • Climate change • Mitigation • Orbital changes • Quaternary period	• Use and understand gradient, contour and value on isoline maps • Plot information on graphs when axes and scales are provided • Understand and correctly use proportion and ratio, magnitude and frequency • Draw informed conclusions from numerical data.
Term 5	• The significance of food, water and energy to economic and social well-being. • An overview of global inequalities in the supply and consumption of resources. • An overview of resources in relation to the UK. • Food: • the growing demand for high-value food exports from low income countries and all-year demand for seasonal food and organic produce • larger carbon footprints due to the increasing number of 'food miles' travelled, and moves towards local sourcing of food the trend towards agribusiness. • Water: • the changing demand for water quality and pollution management matching supply and demand – areas of deficit and surplus the need for transfer to maintain supplies. • Energy:	**Resource Management**	• Three/ Four yellow sheet progress check (1-4 marked questions to check topic understanding) • Regular presentation and progress checks. • PPE Assessment: Hazards (Full section) and Tropical.	• Resource management • Agribusiness • Carbon footprint • Energy mix • Food miles • Fossil fuel • Local food sourcing • Organic produce • Resource Management • Food • Aeroponics • Biotechnology • Famine • Food insecurity • Food security • Hydroponics • Irrigation • Permaculture	• Select and construct appropriate graphs and charts to present data, using appropriate scales – line charts, bar charts, pie charts, pictograms, histograms with equal class intervals, divided bar, scatter graphs, and population pyramids • Suggest an appropriate form of graphical representation for the data provided

	• the changing energy mix – reliance on fossil fuels, growing significance of renewables reduced domestic supplies of coal, gas and oil economic and environmental issues • associated with exploitation of energy sources. • Areas of surplus (security) and deficit (insecurity): • global patterns of calorie intake and food • supply • reasons for increasing food consumption: economic development, rising population factors affecting food supply: climate, technology, pests and disease, water stress, conflict, poverty. • Impacts of food insecurity – famine, undernutrition, soil erosion, rising prices, social unrest. • Overview of strategies to increase food supply: • irrigation, aeroponics and hydroponics, the new green revolution and use of biotechnology, appropriate technology • an example of a large-scale agricultural development to show how it has both advantages and disadvantages. • Moving towards a sustainable resource future: • the potential for sustainable food supplies: organic farming, permaculture, urban farming initiatives, fish and meat from sustainable sources, seasonal food consumption, reduced waste and losses • an example of a local scheme in an LIC or NEE to increase sustainable supplies of food.			• Sustainable development • Sustainable food supply • The new green revolution • Undernutrition • Urban farming	
Term 6	• Overview of the distribution of population and • the major cities in the UK. • A case study of a major city in the UK to • illustrate: • the location and importance of the city in the UK and the wider world • impacts of national and international migration on the growth and character of the city how urban change has created • opportunities: • social and economic: cultural mix, • recreation and entertainment, • employment, integrated transport systems • environmental: urban greening how urban change has created • challenges: • social and economic: urban deprivation, inequalities in housing, education, health and employment • environmental: dereliction, building on brownfield and greenfield sites, waste disposal • the impact of urban sprawl on the • rural–urban fringe, and the growth of • commuter settlements. • An example of an urban regeneration project to • show: • reasons why the area needed regeneration • the main features of the project. • Features of sustainable urban living: • water and energy conservation waste recycling • creating green space.	**Urban Issues (Leicester) and Challenges Fieldwork**	• Three/ Four yellow sheet progress check (1-4 marked questions to check topic understanding) • Regular presentation and progress checks. • Completed fieldwork study document.	• Brownfield site • Dereliction • Economic opportunities • Greenfield site • Inequalities • Integrated transport systems • Mega-cities • Migration • Natural increase • Pollution • Rural-urban fringe • Sanitation • Social deprivation • Social opportunities • Squatter settlement • Sustainable urban living • Traffic congestion • Urban greening • Urbanisation • Urban regeneration • Urban sprawl • Waste recycling	• select and construct appropriate graphs and charts to present data, using appropriate scales – line charts, bar charts, pie charts, pictograms, histograms with equal class intervals, divided bar, scatter graphs, and population pyramids • suggest an appropriate form of graphical representation for the data provided • complete a variety of graphs and maps – choropleth, isoline, dot maps, desire lines, proportional symbols and flow lines • use and understand gradient, contour and value on isoline maps • plot information on graphs when axes and scales are provided • interpret and extract information from different types of maps, graphs and charts, including population pyramids, choropleth maps, flow-line maps, dispersion graphs. • demonstrate an understanding of number, area and scales, 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 and frequency • draw informed conclusions from numerical data.

	• How urban transport strategies are used to • reduce traffic congestion. • The factors that need to be considered when selecting suitable questions/hypotheses for geographical enquiry. The geographical theory/concept underpinning the enquiry. Appropriate sources of primary and secondary evidence, including locations for fieldwork. The potential risks of both human and physical fieldwork and how these risks might be reduced. • Difference between primary and secondary 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. • Appreciation that a range of visual, graphical and cartographic methods is available. Selection and accurate use of appropriate presentation methods. Description, explanation and adaptation of presentation methods • Description, analysis and explanation of the results of fieldwork data. Establish links between data sets. Use appropriate statistical techniques. Identification of anomalies in fieldwork data. • Draw evidenced conclusions in relation to original aims of the enquiry. • Identification of problems of data collection methods. Identification of limitations of data collected. Suggestions for other data that might be useful. Extent to which conclusions were reliable.				• use appropriate measures of central tendency, spread and cumulative frequency (median, mean, range, quartiles and inter-quartile range, mode and modal class)

Year 11 - Content		Assessments		Literacy	Numeracy
		Topics	Assessment type		
Term 1	• Different ways of classifying parts of the world according to their level of economic development and quality of life. • Different economic and social measures of development: gross national income (GNI) per head, birth and death rates, infant mortality, life expectancy, people per doctor, literacy rates, access to safe water, Human Development Index (HDI). • Limitations of economic and social measures. • Link between stages of the Demographic Transition Model and the level of development. • Causes of uneven development: physical, economic and historical. • Consequences of uneven development: disparities in wealth and health, international migration.	**Changing Economic World**	• Three/ Four yellow sheet progress check (1-4 marked questions to check topic understanding) • Regular presentation and progress checks. • End of topic assessment	• Birth rate • Commonwealth • Death rate • De-industrialisation • Demographic Transition Model • Development • Development gap • European Union • Fairtrade • Globalisation • Human Development Index (HDI)	• Select and construct appropriate graphs and charts to present data, using appropriate scales – line charts, bar charts, pie charts, pictograms, histograms with equal class intervals, divided bar, scatter graphs, and population pyramids • Suggest an appropriate form of graphical representation for the data provided • Complete a variety of graphs and maps – choropleth, isoline, dot maps, desire lines, proportional symbols and flow lines • Use and understand gradient, contour and value on isoline maps

	• An overview of the strategies used to reduce the development gap: investment, industrial development and tourism, aid, using intermediate technology, Fairtrade, debt relief, microfinance loans. • An example of how the growth of tourism in an LIC or NEE helps to reduce the development gap. • A case study of one LIC or NEE to illustrate: • the location and importance of the country, regionally and globally the wider political, social, cultural and environmental context within which the country is placed. • the changing industrial structure. The balance between different sectors of the economy. How manufacturing industry can stimulate economic development • the role of transnational corporations (TNCs) in relation to industrial development. Advantages and disadvantages of TNC(s) to the host country • the changing political and trading relationships with the wider world international aid: types of aid, impacts of aid on the receiving country the environmental impacts of economic • development the effects of economic development on quality of life for the population. • Economic futures in the UK: • causes of economic change: deindustrialisation and decline of traditional industrial base, globalisation and government policies moving towards a post-industrial • economy: development of information technology, service industries, finance, research, science and business parks impact 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 in one area of population growth and one area of population decline • improvements and new developments in road and rail infrastructure, port and airport capacity • the north–south divide. Strategies used in an attempt to resolve regional differences the place of the UK in the wider world. • Links through trade, culture, transport, and electronic communication. Economic and political links: the European Union (EU) and Commonwealth.			• Industrial structure • Infant mortality • Intermediate technology • International aid • Life expectancy • Literacy rate • Microfinance loans • North-south divide (UK) • Post-industrial economy • Science and business parks • Service industries (tertiary industries) • Trade • Transnational Corporation (TNC)	• Plot information on graphs when axes and scales are provided • Interpret and extract information from different types of maps, graphs and charts, including population pyramids, choropleth maps, flow-line maps, dispersion graphs. • Demonstrate an understanding of number, area and scales, and the quantitative relationships between units.
Term 2	• The physical characteristics of a hot desert. • The interdependence of climate, water, soils, plants, animals and people. • How plants and animals adapt to the physical • conditions. Issues related to biodiversity • A case study of a hot desert to illustrate: • development opportunities in hot desert • environments: mineral extraction, energy, farming, tourism • challenges of developing hot desert • environments: extreme temperatures, water supply, inaccessibility.	**Hot Deserts**	• Three/ Four yellow sheet progress check (1-4 marked questions to check topic understanding) • Regular presentation and progress checks. • PPE1 – Full Human and Physical paper.	• Ecosystems • Abiotic • Biotic • Consumer • Decomposer • Ecosystem • Food chain • Food web • Nutrient cycling • Hot deserts • Appropriate technology • Biodiversity	• Select and construct appropriate graphs and charts to present data, using appropriate scales – line charts, bar charts, pie charts, pictograms, histograms with equal class intervals, divided bar, scatter graphs, and population pyramids.

	• Causes of desertification – climate change, population growth, removal of fuel wood, overgrazing, over-cultivation and soil erosion. • Strategies used to reduce the risk of desertification – water and soil management, tree planting and use of appropriate technology.			• Hot desert • Mineral extraction • Over-cultivation • Overgrazing	
Term 3	• Wave types and characteristics. • Coastal processes: • weathering processes – mechanical, chemical mass movement – sliding, slumping and rock falls • erosion – hydraulic power, abrasion and attrition • transportation – longshore drift • deposition – why sediment is deposited in coastal areas. • How geological structure and rock type influence coastal forms. • Characteristics and formation of landforms resulting from erosion – headlands and bays, cliffs and wave cut platforms, caves, arches and stacks. • Characteristics and formation of landforms resulting from deposition – beaches, sand dunes, spits and bars. • An example of a section of coastline in the UK to identify its major landforms of erosion and deposition. • The costs and benefits of the following • management strategies: • hard engineering – sea walls, rock armour, gabions and groynes • soft engineering – beach nourishment and reprofiling, dune regeneration managed retreat – coastal realignment. • An example of a coastal management scheme in the UK to show: • the reasons for management • the management strategy • the resulting effects and conflicts. • The factors that need to be considered when selecting suitable questions/hypotheses for geographical enquiry. The geographical theory/concept underpinning the enquiry. Appropriate sources of primary and secondary evidence, including locations for fieldwork. The potential risks of both human and physical fieldwork and how these risks might be reduced. • Difference between primary and secondary 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. • Appreciation that a range of visual, graphical and cartographic methods is available. Selection and accurate use of appropriate presentation methods. Description, explanation and adaptation of presentation methods • Description, analysis and explanation of the results of fieldwork data. Establish links between data sets. Use appropriate statistical techniques. Identification of anomalies in fieldwork data.	**Coasts and Physical Fieldwork**	• 4 Three/ Four yellow sheet progress check (1-4 marked questions to check topic understanding) • Regular presentation and progress checks. • Completed coast fieldwork document.	• Landscape • Coastal landscapes in the UK • Abrasion (or corrasion) • Arch • Attrition • Bar • Beach • Beach nourishment • Beach reprofiling • Chemical weathering • Cliff • Deposition • Dune regeneration • Erosion • Gabion • Groyne • Hard engineering • Headlands and bays • Hydraulic power • Longshore drift • Managed retreat • Mass movement • Mechanical weathering • Rock armour • Sea wall • Sliding • Slumping • Soft engineering • Spit • Stack • Transportation • Wave cut platform • Waves	• 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 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. • 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 and frequency • draw informed conclusions from numerical data.

	• Draw evidenced conclusions in relation to original aims of the enquiry. • Identification of problems of data collection methods. Identification of limitations of data collected. Suggestions for other data that might be useful. Extent to which conclusions were reliable.				
Term 4	• A resource booklet will be available twelve weeks before the date of the exam so that students have the opportunity to work through the resources, enabling them to become familiar with the material. Students will not be allowed to take the original resource booklet into the examination room but will be issued with a clean copy in the exam. Sources could include maps at different scales, diagrams, graphs, statistics, photographs, satellite images, sketches, extracts from published materials, and quotes from different interest groups.	**Paper 3 Preparation**	• Three/ Four yellow sheet progress check (1-4 marked questions to check topic understanding) • Regular presentation and progress checks. • PPE two: Three full papers. (Human, Physical and Geographical skill)	N/A	• 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 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.