OAW Geography Curriculum: Long Term Plan

In Year 7, students arrive with a variety of Geographical experiences, skills and knowledge which is affected by previous personal experiences and the primary school they attended. Teachers work closely with students to understand their starting point in Year 7.

- **Breadth, depth and mastery of knowledge**. Across year 7, students are introduced to key topics of tectonics hazards, development, weather and climate, rivers, sustainability and locations on a global, national and local scale. Students should arrive to KS3 with an understanding of the world's continents, countries, oceans and lines of latitudes. This prior understanding is drawn on during the Autumn 1 unit where students study the world at a local, national and global scale. During this unit students start to think about these locations in a physical and human context and start to think about their sense of place. With a firm locational knowledge of the world, Autumn 2 focuses on social and economic development whereby students are exposed to the idea of development for the first time. During this unit of work, students gain an understanding of differing levels of development globally and the ways in which we measure these levels of development. This unit builds on knowledge students gained at KS2 surrounding economic activity and trade links. It also the first time students are asked to explore how the UK and they as individuals can play a role in closing the development gap. Their learning during Autumn 2 is instrumental in helping students' access future learning, such as how tectonic hazards have varying impacts on countries at differing levels of development in Spring 1. Tectonic hazards as a unit explores the causes, impacts and responses to tectonic hazards, such as earthquakes and volcanoes. Tectonic Hazards, in which students will study the causes, impacts and responses to earthquakes and tsunamis with a focus on volcanic hazards. At KS2, students will have been introduced to what mountains, volcanoes and earthquakes are which will provide the starting point of this unit. Spring 2 introduces students to weather and climate where students explore weather processes, climate zones and the impacts extreme weather events have on people and the environment. Again, students will arrive to KS3 with a foundational understanding of what weather and climate is and how it can impact on them. This provides the foundational knowledge for a deeper study of climate change at the start of year 8. Summer 1 focuses on rivers and their associated processes and landforms. Students are introduced to the concept of interconnectedness of the physical and human world through studying how physical events impact on the human world, as well as how human action can influence the physical world. The final unit of study is a study of The Middle East, whereby students will be introduced to countries in the Middle East such as the UAE and Yemen. The unit aims to build on student's previous knowledge of many units including the physical landscapes, climate, social and economic development. In this unit, resources will be explored as will the desert ecosystem. Students will finish this unit by looking at challenges and conflicts in Yemen and the wider Middle East.
- **Interleaved curriculum:** As outlined above, all topics draw on knowledge from previous learning. Further mastery is supported through interleaved do now questions, post unit assessments and homework booklets which force students to constantly revisit previous content and consolidate their understanding.
- **Geographical skills.** We introduce Geographical skills in year 7, including; cartographic, graphical, numerical and statistical, which will be built on in future years. For example lines of latitude and longitude are introduced in year 7 Autumn 1 to help locate continents and countries of the world. This provides the foundational framework for the use of lines of latitude to describe the distribution of biomes in year 9. Furthermore OS maps and grid references are introduced in year 7 Summer 1 in the rivers unit. This provides the necessary base knowledge for a more in-depth study of urban landscapes using 6 figure grid references during the year 10 and 11 Urban Issues and Challenges unit.
- **Fieldwork skills. From Autumn 1 2023:** There will be the opportunity for schools to conduct a piece of fieldwork in the local area.
- **Application of skills and knowledge to the real world.** Student understanding of places and processes are develop through a study of local and global case studies including Asia, Africa, Europe, North America and the Middle East. Students will be required to process this information using complex writing skills including analysis, comparison and evaluation. In Year 7, writing structures will be provided to help students develop these skills. In subsequent years, sentence structures will be simplified working towards students being able to construct complex answers independently. This will be carefully scaffolded through the 'I do', 'we do' and 'you do' phases of the lesson.

- **Active citizens**. Students will be encouraged to see their place in the world and how their actions impact on other across all units, however notably in social and economic development. During the final sustainability unit, students will collect and analyse primary data and use this to propose changes in their local environment to their Principal.

7	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Geography of the UK and beyond	**Social & Economic Development**	**Tectonic Hazards**	**Weather & Climate**	**Rivers**	**Study of The Middle East**
What will be covered?	• My local area: physical landscape • My local area: human how the physical landscape has influenced human growth (population demographic, employment, opportunities, challenges) • UK: physical geography • UK: historic settlement: *type and size, types of settlement,* UK: historic settlement: *features needed for a settlement to development,* • Describe and explain the UK's population distribution • World: continents, oceans and resource distribution	• Employment sectors • Development indicators • Causes of the development gap • Quality of life in an LIC, NEE, HIC • Aid and Fair trade	• What is a natural hazard? Define and identify types. • Structure of the earth and theory of continental drift, convection currents. • Effects of Mt Merapi (Asia) • PPP • What is an earthquake - effects of Nepal (2015) (Asia example)	• What is weather + climate and how do we measure weather? • Why does it rain • Extreme weather: Beast from the East UK (causes and impacts) • Describing and explaining climates (climate graphs) • Explaining climates and climatic zones	• Water cycle, drainage basin • River processes: erosion, transport and deposition • Waterfall, gorge – landforms in the upper course and Meander, ox-bow lake – landforms in the middle course • Causes and Impacts of Flood • Managing rivers to protect people and the local environment	• Introduction to the Middle East LINK to biome, population distribution concerns of climate change • Physical landscape of the Middle East (Hot Desert) • Climate of the Middle East (climate graphs) • Population of the Middle east • Economic importance of the Middle East • Resources in the Middle East • Conflict in the Middle east
Tier 2	**Distribution** **Sparse** **Dense** **Physical**	**Social** **Economic** **Quality** **Development**	**Magnitude** **Risk** **Effects** **Distribution**	**Fluctuate** **Increase** **Decrease** **Environment**	**Basin** **Processes** **Landforms** **Infiltrate**	**Deprivation** **Conflict**

Year 8

- **Breadth, depth and mastery of knowledge**. Across year 8, students are introduced to key topics of population and urbanisation, cold environments, globalisations and superpowers, climate change, coasts and sustainability. Students will start year 8 studying population and urbanisation. Knowledge and understanding of social and economic development (Y7) will be built upon by exploring the DTM and comparing populations in different stages of development. The unit then explores the key theme of migration and the opportunities and challenges it poses for Mumbai's population and environment. The unit ends by building on year 7 knowledge of sustainability by looking for sustainable solutions for Mumbai's urban growth challenges. Within cold environments, students will build on their knowledge of places and processes by exploring cold environments and their associated glacial processes and landforms in Antarctica and Russia. Next is a study of globalisation and superpowers. In this unit students will build on their understanding of places and countries by identifying key global players such as China. Student understanding of how countries develop, helps them to understand how globalisation impacts on countries in various stages of development. Students will finish this unit by exploring the interconnectedness between countries and will look at China's investment in different countries in Africa. Students continue their study of climate change which builds on their understanding of weather and climate from year 7. Initially students will identify evidence of climate change and then explore its natural and anthropogenic causes. They will build on their knowledge of places from year 7 and explore the impacts of climate change across the globe. Further to this students gain a deeper understanding on how a country's level of development (year 7) and globalisation (year 8) can influence the causes, impacts and responses to climate change. This unit will finish by looking at the role we can play both globally and locally in dealing with climate change, getting student to think about how they can be active global citizens in their own homes, academies and further afield. The coasts unit builds on students' knowledge and understanding of physical processes from their previous study of rivers and glacial landscapes. Students will first look at the physical processes and then how these processes form landforms along the coast and then how coasts can be managed and will explore this through and decision making exercise. Finally we will finish this unit by exploring coastal threats to the Maldivian atolls. Year 8 finishes with a study of sustainability. In this students must focus on some of the world's key sustainable challenges including fast fashion and/or plastics in the ocean. Students, again, will be forced to consider their role in these environmental challenges. The unit ends with students completing their first fieldwork where they collect primary data to determine the sustainability of their local area. For some students this will be their first experience of fieldwork.
- **Interleaved curriculum:** As outlined above, all topics draw on knowledge from previous learning. Further mastery is supported through interleaved do now questions, post unit assessments and homework booklets which force students to constantly revisit previous content and consolidate their understanding. This helps students to have a broader knowledge base, in which synoptic links can be made across units taught in years 7-8.
- **Geographical skills.** In year 8 students will build on some of the geographical skills that have been embedded from year 7. In particular, students will build on their cartographic skill by exploring maps and locating places of study in all units. Students will also work on graphical skills through the exploration of climate change through different timescales and periods. In year 8 students will become adept at OS maps skills such as coordinates as they explore coastal features on OS maps.
- **Fieldwork skills.** Year 8 ends with students completing their first fieldwork where they collect primary data to determine the sustainability of their local area. For many students this will be their first fieldwork experience.
- **Application of skills and knowledge to the real world.** Student understanding of places and processes are develop through a study of local and global case studies including Asia, Africa, Antarctica and the UK. Students will be required to process this information using complex writing skills including analysis, comparison and evaluation. In addition, students will apply their cartographical and graphical skills to new maps and graphs.
- **Active citizens**. Students will be encouraged to see their place in the world and how their actions impact on other across all units, however notably in climate change students will explore their own role in the climate change movement through the sustainable school proposal they prepare for their Principal which will form part of an Oasis wide initiative/competition.

8	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Population and Urbanisation	**Cold Environment (Tundra, Russia, Antarctica)**	**Globalisation and Superpowers**	**Climate Change**	**Coasts**	**Sustainability** ***Sustainability of their local area (FW)***
What will be covered?	• **Describing global population distribution.** • **Explaining global population distribution - link to climate, ecosystems, topography, access to water** • DTM – simplify and differentiate for LPA (just death rate? Remove stage 5?) • **Comparing population demographics/characteristics in countries in stages 2 (Malawi), 3 (Nigeria) and 4 (Egypt) of the DTM (Africa)** • Population pyramids • **Migration and natural increase** • **Urbanisation and formation of megacities** • **Mumbai – opportunities and causes of urban growth (economic and social) - Asia** • **Mumbai – challenge of urban growth - Asia** • Quality of life in Mumbai's slums – Dharavi (Kevin McCloud) (Asia) • **Sustainability in Mumbai (Asia)**	• **What is a cold environment (Biomes) and where are they located** • **Glacial processes** • **Landforms of erosion part 1** • **Landforms of erosion part 2** • Landforms of deposition • **A glacial landscape in the UK - opportunities** • **A glacial landscape in the UK - challenges** • **A glacial landscape in the UK – sustainable management** • Antarctica – location and characteristics and challenges	• **What is globalisation and how am I a global citizen**? • Changing location of industry • **The global shift in 1960s and development of TNCs in Asia.** • **Impact of globalisation: advantages – (LICs, NEEs, HICs)** • **Impact of globalisation: disadvantages (LICs, NEEs, HICs)** • **Multiplier effect** • **Superpowers (explore major global superpowers past and present) - emergence of superpower: China**	• **Define Climate change and evidence** • **Natural causes of climate change (geological timescale)** • **Human causes of global warming LINK to globalisation** • Who is to blame? • **General impacts of climate change - SEE** • **Case study of flooding in Bangladesh (The Drowning Country (Unreported World, Channel 4, 2008) - Asia** • Case study: UK • **How is the UK responding to climate change? Transport, national parks in the UK, afforestation initiative in the UK, UK's role in Paris Agreement** • **How can you play a role in the climate change movement?**	• Uses of the coastline • **Coastal processes – erosion, weathering.** • **Landforms: headland and bay (impact of coastal geology), cave/arch/stack.** • **Coastal processes – longshore drift and deposition.** • **Landforms: spit, bar and tombolo** • **Coastal erosion. Mass movement and cliff retreat. Impact of coastline geology.** • **Coastal management: hard engineering** • **Coastal management: soft engineering** • Shoreline management plans along the Holderness coast. Decision making task – students tasked with different roles to consider. • **Future threats to the coastline: Maldives.**	• **What is sustainability? Sustainable development goals** • To be able to describe sustainability in my local area on an O.S. map • **To be able to explore green space and urban sustainability in my local area (distance and area of green space)** • **To be able to explore transport and urban sustainability in my local area (grid referencing)** • To identify what sustainable decisions we can make in school. • **To conduct fieldwork on my school site to determine how to improve sustainability**
	Access **Demographics** **Characteristics** **Opportunities**	Erosion Challenges Landscape Response	**Organisations** **Investment** **Culture** **Political**	**Evidence** **Adaptation** **Mitigation** **Consequence**	Erosion Transport Deposit Retreat	**Deprivation** **Conflict**

- **Breadth, depth and mastery of knowledge**. Across year 9 students will build on and link together the knowledge from year 7 and 8 so that they are well prepared for KS4 study, if they choose to study Geography further. The year starts with a topic on interconnectedness where students draw on all previous learning across years 7 and 8 to see how interconnected the physical and human worlds are; how physical process impact on humans socially, economically and environmentally; and how human actions impact on the physical world. This unit will be taught through the study of current topical issues, including Covid-19 and migration. While Autumn 1 consolidates student learning, Autumn 2 requires them to look ahead and see how the key processes learnt across years 7 and 8 are changing and how these will impact on future populations, cultures and physical landscapes. Again this unit will be taught through a study of current topical issues including the impact of climate change on coral bleaching in the Great Barrier Reef, the global trade of waste and threats to extreme environments including the frozen planet and forests. In Spring 1 and 2, students draw on their learning from the concept of ecosystems which has been introduced through a study of the deciduous ecosystem in the UK in year 7, as well as an exploration of cold environments in Russia and Antarctica and deserts in the Middle East during year 8. This will be, however, the first time students study ecosystems as a topic and will require students to see the links and processes that occur within the Amazon Rainforest, Sahara Desert and the Sahel's savannah. Again, the concept of interconnectedness will be a primary focus, requiring students to see how human interact with these environments and the impact they have. Year 9 finishes off with drawing on learning from tectonic hazards and social and economic development in year 7 to better understand how tectonic hazards affect countries of varying degrees of development. They then utilise their understanding of the UK, weather, climate change and fluvial processes taught across KS3 to see how tropical storms, extreme weather events and climate change impact on people and the environment and how these events are being affected by an ever changing world. a deep study of ecosystems.
- **Interleaved curriculum:** As outlined above, all topics draw on knowledge from previous learning. Further mastery is supported through interleaved do now questions, post unit assessments and homework booklets which force students to constantly revisit previous content and consolidate their understanding. This helps students to have a broader knowledge base, in which synoptic links can be made across units taught in years 7-9.
- **Geographical skills** are developed in year 9 through the analysis of more complex graphs, maps and mathematical skills. For example during the Spring terms students will study scale and apply their learning to movements of plate margins and the diameter of tropical storms clouds. Furthermore they will cover mathematical skills of mean, mode, median, range and interquartile range using a range of tectonic hazard, tropical storm and climate change data. Finally in the Spring term, they will draw on their learning of lines of latitude and longitude to describe the distribution of tropical storms, climate zones and tectonic plate hazards. In the Summer terms students will utilize climate graphs to better understand the climates of various ecosystems; use world maps and lines of latitude to describe the distribution of world biomes and more complex graphs including multiple data graphs that represent different sets of data on the same graph. During their study of ecosystems, students will also practice the skill of percentage change when considering how biomass changes at different levels of the food chain.
- **Fieldwork skills.** There are no fieldwork projects in Year 9 where primary data is collected and analysed, however throughout lessons students will analyse data presented in a range of graphs, maps and figures. This will build on the data presentation and analysis skills they started in year 7 and 8. It will also help to prepare them for the two GCSE fieldworks they will undertake during Year 10.
- **Application of skills and knowledge to the real world.** In year 9, application tasks develop in terms of complexity. Students are required to draw on existing knowledge of places and processes in the context of their case studies and apply this to new unseen examples. For example they must utilise their understanding of the Haiti earthquake and Typhoon Haiyan to evaluate the degree of impact natural hazards have on other LICs and NEEs. All examples covered in year 9 equip students to have an accurate and up to date representation of current issues and processes.
- **Active citizens**. Throughout the study of the key topics students are given the knowledge, understanding and skills that they need to make a positive contribution locally and globally. Through their study of the units of interconnectedness and what are the greatest threats our planet is facing, students are equipped with the knowledge and understanding to make better decisions on how they interact with the world.

9	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Interconnectedness	**What are the greatest threats our planet is facing?**	**Biomes**	**Biomes**	**The Challenge of Natural Hazards**	**The challenge of Natural Hazards**
What will be covered?	• **How does the Afghanistan heroin trail show us that crime interconnects our countries?** • **How did the Icelandic volcanic eruption demonstrate how interconnected our world is?** • **How does international migration demonstrate how interconnected our world is?** • **How did the covid-19 pandemic prove our world is very interconnected?** • **How interconnected will our world be in the future?**	• **Overpopulation and declining resources** • **To understand how a rising population and climate change is leading to water insecurity.** • **To understand how a developed world is leading to a rising waste issue.** • To explain how overfishing is impacting the ocean ecosystem. • To explain how land use and extraction of resources is destroying the Earth's wilderness. • Wilderness example – Patagonia. • **To understand the impact of climate change on our frozen planet.** • To explain the impacts of rising sea levels on low lying countries. • **To explain how rising sea levels and climate change is causing harm to coral reefs.**	• **Introduction to ecosystems – definitions, components, links, food chain, food web, nutrient and energy cycle** • **Example of a small scale ecosystem (the pond)** • **Distribution and key characteristics of the world's ecosystems (link to pressure)** • **Introduction to the tropical rainforest (soils, climate, vegetation, animals)** • **Stratification and vegetation adaptations in the tropical rainforest** • **How do humans use the Amazon Rainforest? (logging, mining, HEP, settlements, roads, subsistence farming)** • **Positive and negative impacts of human interference in the Amazon (deforestation)** • **Sustainable practices to reduce deforestation in the rainforest** • **Effectiveness of sustainable strategies.**	• **Introduction to the desert (soils, climate, vegetation, animals)** • **Vegetation and animal adaptations in the desert** • **Economic opportunities in the Sahara Desert (agriculture, solar panels, oil/gas and tourism)** • **Desertification in the Sahel** • **Sustainable practices to reduce desertification in the Sahel.** • **Evidence of Climate Change** • **Natural causes of climate change** • **Human causes of climate change** • **Effects of climate change** • **Mitigation** • **Adaptation**	• **Types of natural hazard** • **Theory of plate tectonics and continental drift** • **Plate margins** • **Plate margins** • **Introduction to earthquakes – focus, epicentre, Richter Scale** • **HIC effects** • **HIC responses** • **LIC effects** • **LIC responses** • **Prediction and planning for earthquakes to reduce risk and impact**	• **Impact of earthquakes in HICs and LICs** • **What is a tropical storm and how are they caused?** • **Tropical storm cross section and how climate change has impacted on tropical storms – distribution, intensity, frequency.** • **Typhoon Haiyan effects** • **Typhoon Haiyan responses** • **Tropical storms: planning and prediction** • **Evidence of extreme weather in the UK** • **Somerset Flood effects** • **Somerset Flood responses**
Tier 2	**Interconnections** **Security** **Agriculture** **Migration**	**Resources**	**Characteristics** **Strategy** **Adaptation** **Nutrient**			

Year 10

- **Breadth, depth and mastery of knowledge**. Across Year 10, students will study both human and physical topics, including, *The Changing Economic World*, *Physical Landscapes in the UK* and *Urban Issues and Challenges* and will also complete a fieldwork study in two contrasting environments. Year 10 is the when students will

commence their KS4 chosen subject option. Students will build on their prior KS3 knowledge in KS4 for many of the units studied. Students will be first introduced to The Changing Economic World where they will gain an understating of how different countries across the world are classified based on a range of development indicators. This will build on their study of social and economic development in year 7. Further to this students explore the reasons why countries are at varying levels of wealth across the world and what can be done to reduce this gap. Students then apply this understanding to a real world context through the study of Nigeria and specifically how Nigeria had changed from a Low Income Country to a Newly Emerging Economy. This is followed on by exploring the economic changes in the UK, a country at a different stage of development to Nigeria. In Physical Landscapes of the UK students start by exploring the UK's physical landscape and identifying lowland and upland areas. This is the base knowledge that is required to understand landscapes in the UK and will build on their prior study of coasts, rivers and glacial landscapes in years 7, 8, and 9. Students start with the key physical processes involved in the formation of coasts and rivers and then apply this to explain the formation of landforms of erosion and deposition. Once student have grasped this knowledge they will explore the management of coasts and rivers through real-life examples. Students will build on their prior fieldwork skills by completing fieldwork in two contrasting environments and will draw on their year 9 study of interconnectedness by showing an understanding of the interaction between the physical and human worlds. Finally in year 10, students will being their study of Urban Issues and challenges, building on their prior understanding of population and urbanisation in year 8. Students will explore population changes and trends and then look specifically at how urban change has created challenges and opportunities in Rio de Janeiro.

- **Interleaved curriculum:** As outlined above, all topics draw on knowledge from previous learning. Further mastery is supported through interleaved do now questions, post unit assessments and homework booklets which force students to constantly revisit previous content and consolidate their understanding. This helps students to have a broader knowledge base, in which synoptic links can be made across units taught in years 7-10.
- **Geographical skills.** In year 10 students will study a range of geographical skills including; cartographic, graphical, numerical and statistical. Throughout the study of Physical Landscapes in the UK students will become competent in using and interpreting OS maps including understanding coordinates, scale and gradient. Throughout their fieldwork study students will gather and use a range of qualitative and quantitative data to interpret, analyse and evaluate geographical information. Students will also be able to use maps with confidence by identifying and describing parents and distributions for example in the Changing economic World, choropleth maps are used to show HDI data across the world.
- **Fieldwork skills.** Fieldwork will be undertaken in the summer term, and will consist of two enquires in contrasting environments; a human and a physical fieldwork enquiry. This will build on students prior fieldwork skills from KS3. Through both fieldwork enquiries students will gather data primary and secondary data and be expected to apply knowing and understanding to interpret, analyse and evaluate data gathered. Students will also be expected to use a variety of skills and techniques to investigate key geographical questions. They will do this through methods of data collection such as; questionnaires, environmental quality assessments.
- **Application of skills and knowledge to the real world.** Student understanding of places and processes are developed through an in-depth study places such as Nigeria and the UK in the Changing Economic World. An overview of the UK's physical landscape and an in-depth look at the coastal features on the south coast of the UK and fluvial processes in the south east. Finally, students will study Rio de Janeiro in Brazil. Students will apply this knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements. By year 10, students will be required to apply their knowledge to complex writing skills using sentence parameters and basic sentence starters. This removal of scaffold will help them succeed in their end of year mock exam that requires them to construct complex answers independently.
- **Active citizens**. Throughout the study of the key topics students are given the knowledge, understanding and skills that they need to make a positive contribution locally and globally. Through their fieldwork enquiries students will also be able to investigate key challenges in the UK.

10	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	The Changing Economic World	**The Changing Economic World**	**Physical Landscapes in the UK**	**Physical Landscapes in the UK**	**Urban Issues and Challenges (Rio de Janeiro)**	**Fieldwork and climate change**
What will be covered?	• Japan effects/responses • Haiti effects • Haiti responses • Prediction and planning to reduce hazards • Development indicators • Inconsistencies in data and importance of using more than one indicator • HDI • Demographic Transition Model • Population pyramids • Causes of development gap • Effects of gap • Reducing the gap • Reducing the gap • Using tourism to close the gap (Jamaica) NIGERIA • Where is Nigeria located and what is its local and global importance? • Nigeria's political, social, cultural and environmental context. • How is Nigeria connected with other countries? • What is Nigeria's industrial and employment structure? Movement from primary to secondary. How has this affected economic development? •	• TNCs in Nigeria – Shell and KFC. What are their advantages and disadvantages? • What is aid and what type of aid does Nigeria receive? How is used? • Environmental impacts of rapid economic growth. • How has rapid economic growth impacted on Nigerian's quality of life? • THE UK • How has UK's economy changed? De-industrialisation and a post-industrial economy. • What does a post-industrial economy look like? • Growth of the quaternary sector. What is a science park/business park? • Sustainability in industrial development • How have populations in rural UK changed and why? • How have road and rail networks changed/developed in the UK? • How have ports and airports changed in the UK? • North south divide • How is the UK linked with the wider world?	• Overview of UK landscapes – physical, urban. • Uses of the coastline • Waves – terminology and anatomy of constructive and destructive waves • Processes of weathering and erosion along the coastline • Mass movement • Headland & Bay and Wave cut platform formation • Cave, arch, stack formation • Processes of transportation (longshore drift) and deposition • Formation of beaches and sand dunes • Formation of spits, bars and tombolos • Identifying coastal landforms • Holderness landforms • Skills – direction and scale • Why is it important to protect the coastline? • Hard engineering strategies • Soft engineering strategies • Managed retreat • Case study: Holderness	• Sustainable practices in the rainforest to reduce deforestation • Effectiveness of sustainable practices • • Water cycle and drainage basin • River profiles and courses • River processes – erosion and weathering • V shape valley and interlocking spurs formation • Waterfall and gorge formation • Landform formation in the upper course – gorge, waterfall and V shape valley • Meander and ox-bow lake formation • Landform formation in the lower course – estuary, floodplain and levees • Locating river landforms on OS maps using contour lines, grid references and symbols • Reading storm hydrographs. What affects the likelihood of flooding (urbanisation, vegetation, deforestation, rock type, gradient) • Evidence of extreme weather in the UK • Case study: social, economic and environmental impacts of the Somerset Floods • Hard engineering • Soft engineering • Case study: how did the government respond to the Somerset floods to reduce the impact and risk of future flooding?	• Population distribution. How have urban populations changed? • Why have urban populations increased: migration and natural increase? • Introduction to Rio de Janeiro. Breakdown of their population statistics. • How has urban growth provided social and economic opportunities in Rio? (2 lessons) • How has urban growth resulted in social challenges in Rio? *How have they counteracted these challenges?* • How has urban growth resulted in economic challenges in Rio? *How have they counteracted these challenges?* • How has urban growth resulted in environmental challenges in Rio? *How have they counteracted these challenges?* • How has urban growth resulted in the creation of favelas? What is the quality of life like in favelas in Rio? • Urban planning: How has Brazil tried to improve the quality of life for people living in urban areas? *Favela Bairro Project*	*Fieldwork* *Coasts along the Holderness coastline* *Sheffield urban issues* • Evidence of Climate Change • Natural causes of climate change • Human causes of climate change • Effects of climate change • Mitigation / Adaptation • Typhoon Haiyan effects • Typhoon Haiyan responses • Tropical storms: planning and prediction

Tier 2			**Vulnerable** **Formation** **Processes** **Features**			

Year 11

- **Breadth, depth and mastery of knowledge**. Year 11 see students finish their KS4 Geography education, culminating with their GCSE exams. The year starts with students studying the second half of the Urban Issues and Challenges unit where they explore an urban environment in the UK focusing on the process of urban growth and the opportunities and challenges this brings. A local urban environment should be covered during this unit to help students have a better understanding of their local environment and context. The unit finishes with a study of sustainable urban planning and management. This unit draws on a range of previous topics covered across KS3 and KS4, including social and economic development, sustainability, population and urbanisation and interconnectedness and is pivotal for students continuing their study of Geography at KS5 where students must study either Regenerating Places or Diverse Places. During Autumn 2 students undertake their final unit where they study the fundamental resources of food, water and energy. The unit begins with a study of the availability and distribution of these resources in the UK, as well as how their use and availability is changing. Students are well prepared for this exploration due to their coverage of rivers, climate change, resources and development in previous years. The unit then focuses on food availability on a global scale. They will gain an understanding of areas of surplus and deficit, how the global atmospheric circulation model influences this, the impact of food insecurity and how countries are trying to increase food supply both commercially and sustainably. The Challenge of Resource Management is finished by the start of Spring 2. The remainder of year 11 will focus on consolidating and applying previous learning to complex exam style questions in preparation for GCSE exams. In Spring 2 students will study the issue evaluation unit released by the exam board that encourages critical thinking and problem solving demonstrating knowledge and understanding from all units of the specification.
- **Interleaved curriculum:** As outlined above, all topics draw on knowledge from previous learning. Further mastery is supported through interleaved do now questions, post unit assessments and homework booklets which force students to constantly revisit previous content and consolidate their understanding. This helps students to have a broader knowledge base, in which synoptic links can be made across units taught at KS3 and KS4. This will be explicitly drawn on during their study of the issue evaluation in Spring 1 and Summer 1.
- **Geographical skills.** In year 11 students will study a range of geographical skills including; cartographic, graphical, numerical and statistical. Throughout Urban Issues and Challenge (UK) gain confidence in OS maps, grid references, scale and distance and the numerical skills of mean, mode, median and range. The Challenge of Resource Management is predominately assessed through the use of smaller questions that draw on a range of complex figures. The unit provides multiple opportunities for students to develop these skills. During Spring 2 and Summer 1, students will consolidate and practice all Geographical skills in preparation for their GCSE exams.
- **Fieldwork skills.** During Spring 2 and Summer 1 students apply their knowledge of undertaking fieldwork skills to exam style questions focusing on justifying their enquiry question, chosen location and methodology, as well as analysing and evaluating their data analysis choices and validity and accuracy of their conclusions.
- **Application of skills and knowledge to the real world.** Student understanding of places and processes are developed through an in-depth study of places such as their chosen urban environment within the UK, named water transfer schemes and examples of large scale and sustainable agricultural development projects (Thanet Earth and the Makueni sand dam in Kenya).

- **Active citizens**. Throughout the study of the key topics students are given the knowledge, understanding and skills that they need to make a positive contribution locally and globally. Through their knowledge and understanding of resource management and the challenges surrounding resources students can make more informed decisions on how they interact with and use natural resources in their lives.

11	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Urban Issues and Challenges (Local example)	**The Challenge of Resource Management**	**The Challenge of Resource Management**	**Revision Issue Evaluation**	**Revision**	
What will be covered?	• Processes of transportation (longshore drift) and deposition • Formation of beaches and sand dunes condensed lesson Formation of spits, bars and tombolos • Identifying coastal landforms • HOLDERNESS COASTLINE landforms • Why is it important to protect the coastline? Hard engineering strategies • Soft engineering strategies Managed retreat • Case study: Mappleton BRISTOL • Introduction to your urban local case study • How has urban growth provided social and economic opportunities in your urban area? • How has urban growth provided economic opportunities in your urban area? • How has urban growth provided environmental opportunities in your urban area? • How has urban growth resulted in environmental challenges in your urban area? *Creation of derelict areas and social inequality* • How has your urban area met the housing demands of their growing population? *Urban sprawl and new housing* • How has urban growth resulted in environmental challenges in your urban area? *Pollution* • Case study: Urban Regeneration • Case study: Urban Regeneration	Lessons 1 – 8: Food, water and energy are fundamental to human development. Resources in 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 • water quality and pollution management • matching supply and demand – areas of deficit and surplus • the need for transfer to maintain supplies. Energy: • the changing energy mix: reduced domestic supplies of coal, gas and oil • economic and environmental issues associated with exploitation of energy sources • • Fieldwork – Sheffield urban environmental visit • Fieldwork write up.	Food Demand for food resources is rising globally but supply can be insecure, which may lead to conflict. • • Global distribution of resources is affected by pressure and wealth • GAC • Areas of surplus (security) and deficit (insecurity): • *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. erent strategies can be used to increase food supply. • Overview of strategies to increase food supply: irrigation, aeroponics and *hydroponics, the new green revolution, use of biotechnology, appropriate technology* • *an **example** of a large scale agricultural development – Thanet Earth* • Moving towards a sustainable resource future: *organic farming, permaculture, urban farming, fish and meat from sustainable sources, seasonal food consumption, reduced waste*	Issue Evaluation (x6 lessons to be determined upon release) Fieldwork unseen revision Bespoke revision in response to previous mock exams	Bespoke revision in response to previous mock exams	

	• Sustainable urban planning • Sustainable traffic management		• *An **example** of a local scheme in an LIC or NEE to increase sustainable supplies of food – Makueni sand dam*			