

Ellesmere Park High School Geography Long Term Curriculum Plan

Geography curriculum intent -

How can we understand how the seasons pass that cause the leaves to grow and wither, without understanding meteorological and atmospheric changes, including why more leaves are growing in the UK but more are burning in the USA?

We can see the importance of geography transfer through verse into our students' learning. At Ellesmere Park High School, our geography curriculum engenders excitement, creativity and critical thinking about the world that will equip young people to make their own way in it. We aim to create the very best geographers and inspire our learners to become global citizens and lifelong learners. We challenge students to think, act and speak like those working in the field would. We vary topics between human and physical geography, using substantive and disciplinary knowledge, to provide a varied appreciation of the ideas, skills and topics in this subject. At EPHS, we extend from the familiar and concrete to the unfamiliar and abstract, making greater sense of the world by organising and connecting information and ideas about people, places, processes and environments. Our curriculum ensures students develop geographical skills, embedding cartographic, graphical, numerical, statistical and literacy.

The curriculum provides opportunities for collaborative working as well as independent learning. Students are taught the skills, knowledge and vocabulary needed to effectively explain and understand geographical issues in the past, present and future. The geography curriculum is designed to support and challenge all students, appropriate to their age and ability and inspire and motivate the next generation of leading thinkers, scientists, geographers and policy makers. Geography at EPHS aims to work with complex information about the world, including the relevance of people's attitudes, values and beliefs. Our curriculum enables children to develop knowledge and skills that are transferable to other curriculum areas which can and are used to promote their spiritual, moral, social and cultural development. Overall, we place the highest value on students enjoying and achieving in the subject – this should be the purpose of all learning in a school environment; to keep students wanting to know more, to study further and engage with their world in an informed and confident way.

Geography curriculum aims -

Our aim in geography is to teach a broad and challenging curriculum to inspire a love of the subject inside and outside the classroom. We aim to encourage students to enjoy their learning and to achieve as students that enjoy and achieve leave the classroom being validated and wanting to study further. We follow the National Curriculum at Key Stage 3 but overall maintain breadth of curriculum and application to places both local and worldwide. At Key Stage 4, we aim to develop students' investment in the subject whilst acknowledging the demands of the exam syllabi and the importance of student achievement. Our major curriculum aims are:

1. Broad
2. Preparation for next level
3. Inspirational
4. Challenging
5. Developing
6. Relevant

Geographical Concepts	
Key Concepts – The heart of the geography discipline	Organising concepts – The dimensions of geographical thinking and the range of perspectives
<p>Place – Every place has a location and a unique set of human and physical characteristics. Understanding the characteristics of places, how it became like this and how it is subject to forces of change.</p> <p>Space – How phenomena are arranged on the Earth's surface. Knowing where things are located, why they are there, how the patterns and distributions are created, how they are changing and the implications.</p> <p>Earth systems - Ideas about physical processes and cycles, and that the world's landforms, environments and landscapes are a result of dynamic biological, chemical and physical changes.</p> <p>Environment - The world's environments, landscapes and societies are dynamic and that changes result from a wide range of human and physical processes. ideas about interaction between physical and human geography, ecosystems, environmental change and impact, resources and sustainability, in a variety of contexts and scales.</p>	<p>Time - provides the dimensions of past, present and future, over which processes operate.</p> <p>Scale - used to analyse relationships by investigating them at different scales. Scale is often seen as a 'zoom lens' that enables us to view places at all levels from the personal, local and regional to the global.</p> <p>Diversity - appreciating the differences and similarities between people, places, environments and cultures</p> <p>Interconnection - the interrelationships that operate in our complex, diverse and changing world. Students must understand that nothing studied in geography exists in isolation,</p> <p>Interpretation - key to understanding the way in which the world is influenced by changing narratives, different values, a range of viewpoints and interpretations, and contrasting imaginations</p>

Ellesmere Park High School KS3 Geography Long Term Curriculum Plan

Year 7 – My World	Enquiry Question	Geographical Concepts	Core knowledge	Summative Assessments	Links to National Curriculum	Skills (including but not limited to)
Tourism and the UK 14 Lessons	How does geography influence where people travel?	Place Space Environment Time Diversity Interconnection	Location of UK and Ellesmere Park Definition of tourism Reasons tourists visit the UK Why tourists visit important tourist destinations Why tourism has increased around the world How the places we visit have changed over time The impacts of tourism Managing the impacts of tourism sustainably The differences between tourism and migration Fieldwork enquiry into tourism	SUN Assessment - 6 mark piece of extended writing Command words - explain and give <i>'Explain how tourism can have a negative impact on an environment. Give appropriate sustainable solutions'.</i>	Extend their knowledge of the world's major countries and their physical and human features Understand how geographical processes interact to create distinctive human and physical landscapes that change over time. Extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on China and India Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in: rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in: economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources Build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field ☒ interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs, use Geographical Information Systems (GIS) to view, analyse and interpret places and data ☒ use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.	Cartographic skills: Draw inferences about the physical and human landscape including patterns of relief, drainage, settlement, communication and land-use Interpret cross sections and transects of physical and human landscapes Describe the physical features as they are shown on large scale maps Infer human activity from map evidence Recognise and describe distributions and patterns Identify and describe significant features of the physical and human landscape on maps Compare maps Sketch maps: understand and interpret Use and interpret ground photos and maps Use and interpret aerial photos and maps Use and interpret satellite photos and maps Describe human and physical landscapes from photographs Draw sketches from photographs Label and annotate diagrams, maps, graphs, sketches and photos Graphical skills: Pie charts Pictograms Scatter graphs Population pyramids Suggest an appropriate form of graphical representation for the data provided Complete a variety of graphs and maps: choropleth, desire lines Understand and use gradient, contour and value on isoline maps Choropleth maps Numerical skills: 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 Statistical skills: Mean Range Mode and modal class Calculate percentage increase or decrease Sketch trend lines Use of quantitative and qualitative data: Fieldwork data Geo-spatial data presented in a GIS framework Written and digital sources Visual and graphic sources Numerical and statistical sources Command word skills: Calculate Compare Complete Describe Discuss Explain Give Identify
Natural resources 12 Lessons	Am I using resources sustainably?	Place Space Earth systems Environment Time Interconnection Interpretation	What natural resources are and how we use them Where natural resources are located The difference between renewable and non-renewable resources The power sources that the UK uses What controversial energy is including fracking Where the UK's food comes from Ways we use animals as resources and if this is ethically correct How and why we pollute our oceans The impacts of using different resources and solutions for this Using resources sustainably The three R's	Pre SUN assessment VIP test. SUN assessment - SUN assessment (50 marks) on tourism and natural resources. Including questions on knowledge, skills and understanding.	Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in: economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources Build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field ☒ interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs, use Geographical Information Systems (GIS) to view, analyse and interpret places and data ☒ use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.	Describe human and physical landscapes from photographs Draw sketches from photographs Label and annotate diagrams, maps, graphs, sketches and photos Graphical skills: Pie charts Pictograms Scatter graphs Population pyramids Suggest an appropriate form of graphical representation for the data provided Complete a variety of graphs and maps: choropleth, desire lines Understand and use gradient, contour and value on isoline maps Choropleth maps Numerical skills: 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 Statistical skills: Mean Range Mode and modal class Calculate percentage increase or decrease Sketch trend lines Use of quantitative and qualitative data: Fieldwork data Geo-spatial data presented in a GIS framework Written and digital sources Visual and graphic sources Numerical and statistical sources Command word skills: Calculate Compare Complete Describe Discuss Explain Give Identify
Weather and climate 14 Lessons	What determines our weather and climate?	Place Earth systems Environment Time Scale Interconnections	What weather and climate are How we measure the weather Different air masses in the UK Water cycle and clouds Factors that affect the UK's climate Reasons why climate varies around the world What a weather hazard is defined as Blizzards and depressions in the UK Formation of tornadoes and tornado alley Formation of tropical storms Tropical storm impacts Droughts around the world How extreme weather can be managed	SUN assessment – 6 mark extended writing task 'Explain the social and environmental impacts of an extreme weather event'.	Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in: economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources Build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field ☒ interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs, use Geographical Information Systems (GIS) to view, analyse and interpret places and data ☒ use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.	Describe human and physical landscapes from photographs Draw sketches from photographs Label and annotate diagrams, maps, graphs, sketches and photos Graphical skills: Pie charts Pictograms Scatter graphs Population pyramids Suggest an appropriate form of graphical representation for the data provided Complete a variety of graphs and maps: choropleth, desire lines Understand and use gradient, contour and value on isoline maps Choropleth maps Numerical skills: 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 Statistical skills: Mean Range Mode and modal class Calculate percentage increase or decrease Sketch trend lines Use of quantitative and qualitative data: Fieldwork data Geo-spatial data presented in a GIS framework Written and digital sources Visual and graphic sources Numerical and statistical sources Command word skills: Calculate Compare Complete Describe Discuss Explain Give Identify

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<p>Climate change 12 Lessons</p>	<p>How and why is our climate changing?</p>	<p>Place Space Earth systems Environment Time Scale Diversity Interconnection Interpretation</p>	<p>What climate change is Evidence that climate change is happening Natural and human causes of climate change Links between carbon dioxide and climate change SEE impacts of climate change Mitigation and adaptation against climate change Advantages and disadvantages of renewable energy sources How we can live more sustainably How do climate change and extreme weather link Microclimate study</p>	<p>Pre SUN assessment VIP test. SUN assessment (50 marks) on Weather and climate change. Including questions on knowledge, skills and understanding.</p>		<p>Justify Outline State Suggest To what extent Use evidence to support this statement</p>
<p>Coasts and glaciation 14 Lessons</p>	<p>How are the UK's landscapes created?</p>	<p>Place Space Earth Systems Environment Time Interconnection</p>	<p>To be confirmed – not yet planned.</p>	<p>SUN assessment – 6 mark extended writing task – Question TBD.</p>		

Year 8 - Changing world	Enquiry Question	Geographical Concepts	Knowledge	Summative Assessments	Links to National Curriculum	Skills (including but not limited to)
<p>Population and Urbanisation 14 Lessons</p>	<p>How and why do populations change?</p>	<p>Place Environment Time Scale Diversity Interconnection Interpretation</p>	<p>How populations are changing over time Demographic transition model Why populations change over time Examples of when population has been controlled If our world can cope with an increasing population What migration is defined as Why migration happens Reflection on media representations of migration What urbanisation is How Manchester's population has changed over time How NEE's have been impacted by urbanisation How urbanisation links to migration and disease</p>	<p>SUN assessment 9 mark extended writing task 'Evaluate the effectiveness of Russia and China's population policies'.</p>	<p>Understand how geographical processes interact to create distinctive human and physical landscapes that change over time. Extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Russia, Asia (including China and India) focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities Understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Asia Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in: ☒ physical geography relating to: geological timescales and plate tectonics and glaciation, hydrology and coasts Understand, through the use of detailed place-based exemplars at a variety of scales, the key</p>	<p>Students will revisit skills from Y7 and will also complete: Cartographic skills: Use and interpret OS maps at a range of scales, including 1:50 000 and 1:25 000 and other maps appropriate to the topic Use and understand coordinates (four and six figure grid refs) Use and understand using a variety of scales Distance (straight and curved line) Direction Gradient Contours Spot height Numerical and statistical information Identify basic landscape features and describe their characteristics from map evidence Identify major relief features on maps and relate cross-sectional drawings to relief features Use and understand coordinates - latitude and longitude Recognise and describe distributions and patterns of both human and physical features Label and annotate diagrams, maps, graphs, sketches and photos Graphical skills: Line charts Divided bar harts Scatter graphs Understand and use gradient, contour and value on isoline maps Plot information on graphs when axes and scales are provided Numerical skills:</p>
<p>Ecosystems 12 Lessons</p>	<p>What are ecosystems and how do they change?</p>	<p>Place Space Earth Systems Environment Time Scale Interconnection</p>	<p>What an ecosystem is Microhabitats and local ecosystems World biomes and locations, including location of extreme weather events Which biome the UK belongs to and key features Peat bog ecosystems</p>	<p>Pre SUN assessment VIP test. SUN assessment - SUN assessment (50 marks) on tourism and natural resources. Including questions on knowledge, skills and understanding.</p>		

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			Hot desert ecosystems, including opportunities and challenges Marine ecosystems Tropical rainforest ecosystems Plant and animal adaptations Why ecosystems are under threat and how threats can be managed		processes in: human geography relating to: population and urbanisation Understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems Build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field ☒ interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs ☒ use Geographical Information Systems (GIS) to view, analyse and interpret places and data ☒ use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.	Demonstrate an understanding of number, area and scales, and the quantitative relationships between units Statistical skills: Draw estimated lines of best fit Make predictions Use of quantitative and qualitative data: Satellite imagery Written and digital sources Visual and graphic sources Numerical and statistical sources Command word skills: Assess Evaluate
Rivers 12 Lessons	How do rivers shape the land and people's lives?	Place Space Earth Systems Environment Time Scale Interconnection Interpretation	To be confirmed – not yet planned. River study fieldwork	SUN assessment – 6 mark extended writing task – Question TBD.		
Cold environments 12 Lessons	What are the challenges of a cold environment?	Place Space Earth Systems Environment Time Scale Diversity Interconnection Interpretation	Location of cold environments and reasons for their distribution Characteristics of polar and tundra environments Plant and animal adaptations in cold environments Extreme weather in cold environments How indigenous people cope with the extreme temperatures What the Antarctica treaty is Different threats to cold environments How cold environments are impacted by climate change How cold environments need to be managed to ensure a sustainable future	Pre SUN assessment VIP test. SUN assessment (50 marks) on rivers and cold environments. Including questions on knowledge, skills and understanding.		
Tectonic hazards 14 Lessons	How are tectonic forces changing our world?	Place Space Earth Systems Environment Time Scale Interconnection	To be confirmed – not yet planned	SUN assessment – 9 mark extended writing task – Question TBD.		

Year 9 – Future world	Enquiry Question	Geographical Concepts	Knowledge	Summative Assessments	Links to National Curriculum	Skills (including but not limited to)
Cold environments (for 2025 only and then will be Middle East) 12 Lessons	What are the challenges of a cold environment?	Place Space Earth Systems Environment Time Scale Diversity Interconnection	Location of cold environments and reasons for their distribution Characteristics of polar and tundra environments Plant and animal adaptations in cold environments Extreme weather in cold environments	SUN Assessment - 9 mark piece of extended writing – use of an adaptation figure required. Command word – Discuss	Extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical	Students will revisit skills from Y7 and Y8 and will also complete: Graphical skills: Histograms with equal class intervals Isoline maps Dot maps Proportional symbols Flow lines Dispersion graphs

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		Interpretation	How indigenous people cope with the extreme temperatures What the Antarctica treaty is Different threats to cold environments How cold environments are impacted by climate change How cold environments need to be managed to ensure a sustainable future	Study figure 1 above. 'Plants and animals must adapt to survive in cold environments'. Discuss this statement. You must refer to the figure in your answer.	and human characteristics, countries and major cities Understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in: ☒ physical geography relating to: rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts Human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources ☒ understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems	<p>Statistical skills: Central tendency Spread Cumulative frequency - median Quartiles and inter-quartile range Understand the use of percentiles Describe relationships in bi-variate data: Interpolate trends Extrapolate trends Be able to identify weaknesses in selective statistical presentation of data</p>
Development gap 14 Lessons	What are the impacts of inequality in infrastructure and global health?	Place Environment Time Diversity Interconnection Interpretation	What inequality and development are and how they can be measured What global health is How development impacts disease How disease spreads over time The differences between an epidemic and a pandemic How malaria impacts Nigeria How the spread of disease can be reduced How inequality causes differences in the effects of and responses to natural disasters How inequality causes differences in the effects of and responses to man made disasters Solutions and systems to decrease the development gap	Pre SUN assessment VIP test. SUN assessment (50 marks) on cold environments and development gap. Including questions on knowledge, skills and understanding.	Build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field ☒ interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs ☒ use Geographical Information Systems (GIS) to view, analyse and interpret places and data ☒ use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.	
Africa 14 Lessons	How is Africa changing and who benefits from these changes?	Place Space Earth Systems Environment Time Scale Diversity Interconnection Interpretation	Challenges and opportunities in Africa Physical geography in Africa African biomes and climates How Africa's past has shaped its future The development gap in African countries Desertification in the Sahel Population distribution in Africa Urbanisation including the causes and impacts Urbanisation in Cairo	SUN assessment – 9 mark extended writing task – Question TBD.		
Globalisation 12 Lessons	Does globalisation widen the development gap?	Place Time Scale Diversity Interconnection Interpretation	What globalisation is What the main causes of globalisation are How the industrial revolution impacted globalisation and the world The four employment sectors Employment in the UK and reasons for this Impacts of globalisation What TNC's are and the advantages and disadvantages they bring The impacts of the clothing industry	SUN assessment – 9 mark extended writing task – Question TBD.		

			How globalisation is impacting India Globalisation in Salford Quays fieldwork			
Superpowers 12 Lessons	What makes a country a superpower and why does it matter?	Place Space Environment Time Scale Diversity Interconnection Interpretation	To be confirmed – not yet planned	Pre SUN assessment VIP test. SUN assessment (50 marks) on all Y9 topics. Including questions on knowledge, skills and understanding.		

Ellesmere Park High School KS4 Geography Long Term Curriculum Plan

Year 10	Case studies	Key ideas	Core knowledge and links to GCSE specification	Summative Assessments	Skills (including but not limited to)
Resource and water management 10 Lessons	Lesotho highland water project Wakel river basin project	Food, water and energy are fundamental to human development. The changing demand and provision of resources in the UK create opportunities and challenges. Demand for water resources is rising globally but supply can be insecure, which may lead to conflict. Different strategies can be used to increase water supply.	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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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): <ul style="list-style-type: none"> global patterns of water surplus and deficit reasons for increasing water consumption: economic development, rising population 	Pre SUN assessment VIP test. SUN end of unit assessment – GCSE questions.	Cartographic skills relating to a variety of maps at different scales. Atlas maps: use and understand coordinates – latitude and longitude recognise and describe distributions and patterns of both human and physical features maps based on global and other scales may be used and students may be asked to identify and describe significant features of the physical and human landscape on them, eg population distribution, population movements, transport networks, settlement layout, relief and drainage analyse the inter-relationship between physical and human factors on maps and establish associations between observed patterns on thematic maps. Ordnance Survey maps: use and interpret OS maps at a range of scales, including 1:50 000 and 1:25 000 and other maps appropriate to the topic

			<ul style="list-style-type: none"> factors affecting water availability: climate, geology, pollution of supply, over-abstraction, limited infrastructure, poverty. <p>Impacts of water insecurity – waterborne disease and water pollution, food production, industrial output, potential for conflict where demand exceeds supply.</p> <p>Overview of strategies to increase water supply:</p> <ul style="list-style-type: none"> diverting supplies and increasing storage, dams and reservoirs, water transfers and desalination an example of a large scale water transfer scheme to show how its development has both advantages and disadvantages. <p>Moving towards a sustainable resource future:</p> <ul style="list-style-type: none"> water conservation, groundwater management, recycling, ‘grey’ water an example of a local scheme in an LIC or NEE to increase sustainable supplies of water. 		<p>use and understand coordinates – four and six-figure grid references</p> <p>use and understand scale, distance and direction – measure straight and curved line distances using a variety of scales</p> <p>use and understand gradient, contour and spot height</p> <p>numerical and statistical information</p> <p>identify basic landscape features and describe their characteristics from map evidence</p> <p>identify major relief features on maps and relate cross-sectional drawings to relief features</p> <p>draw inferences about the physical and human landscape by interpretation of map evidence, including patterns of relief, drainage, settlement, communication and land-use</p> <p>interpret cross sections and transects of physical and human landscapes</p> <p>describe the physical features as they are shown on large scale maps of two of the following landscapes – coastlines, fluvial and glacial landscapes</p> <p>infer human activity from map evidence, including tourism.</p> <p>Maps in association with photographs:</p> <p>be able to compare maps</p> <p>sketch maps: draw, label, understand and interpret</p> <p>photographs: use and interpret ground, aerial and satellite photographs</p> <p>describe human and physical landscapes (landforms, natural vegetation, land-use and settlement) and geographical phenomena from photographs</p> <p>draw sketches from photographs</p> <p>label and annotate diagrams, maps, graphs, sketches and photographs.</p> <p>Graphical skills</p> <p>Graphical skills to:</p> <p>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</p> <p>suggest an appropriate form of graphical representation for the data provided</p> <p>complete a variety of graphs and maps – choropleth, isoline, dot maps, desire lines, proportional symbols and flow lines</p>
<p>Climate change</p> <p>8 Lessons</p>		<p>Climate change is the result of natural and human factors, and has a range of effects.</p> <p>Managing climate change involves both mitigation (reducing causes) and adaptation (responding to change).</p>	<p>Evidence for climate change from the beginning of the Quaternary period to the present day.</p> <p>Possible causes of climate change:</p> <ul style="list-style-type: none"> natural factors – orbital changes, volcanic activity and solar output human factors – use of fossil fuels, agriculture and deforestation. <p>Overview of the effects of climate change on people and the environment.</p> <p>Managing climate change:</p> <ul style="list-style-type: none"> mitigation – alternative energy production, carbon capture, planting trees, international agreements adaptation – change in agricultural systems, managing water supply, reducing risk from rising sea levels. 	<p>SUN assessment 9 mark exam question ‘Managing climate changing involves both adaptation and mitigation’. To what extent do you agree with this statement?</p>	
<p>Economic development and the development gap</p> <p>12 Lessons</p>	<p>Tourism in Jamaica</p>	<p>There are global variations in economic development and quality of life.</p> <p>Various strategies exist for reducing the global development gap.</p>	<p>Different ways of classifying parts of the world according to their level of economic development and quality of life.</p> <p>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).</p> <p>Limitations of economic and social measures.</p> <p>Link between stages of the Demographic Transition Model and the level of development.</p> <p>Causes of uneven development: physical, economic and historical.</p> <p>Consequences of uneven development: disparities in wealth and health, international migration .</p> <p>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.</p> <p>An example of how the growth of tourism in an LIC or NEE helps to reduce the development gap.</p>	<p>Pre SUN assessment VIP test</p> <p>SUN assessment combined assessment the development gap and climate change</p>	
<p>Changes in the UK economy</p> <p>10 Lessons</p>	<p>Torr Quarry sustainable industry</p> <p>Cambridgeshire and Outer Hebrides rural population decline</p>	<p>Major changes in the economy of the UK have affected, and will continue to affect, employment patterns and regional growth.</p>	<p>Economic futures in the UK:</p> <ul style="list-style-type: none"> causes of economic change: de-industrialisation 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 impacts of industry on the physical environment. An example of how modern industrial development can be more environmentally sustainable social and economic changes in the rural landscape 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 	<p>SUN assessment 9 mark exam question – tbd.</p>	

			<ul style="list-style-type: none"> 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. 		use and understand gradient, contour and value on isoline maps
<p>River landscapes in the UK</p> <p>10 Lessons</p>	<p>River Tees</p> <p>Flood management in Banbury</p>	<p>The UK has a range of diverse landscapes.</p> <p>The shape of river valleys changes as rivers flow downstream.</p> <p>Distinctive fluvial landforms result from different physical processes.</p> <p>Different management strategies can be used to protect river landscapes from the effects of flooding.</p>	<p>An overview of the location of major upland/lowland areas and river systems. The long profile and changing cross profile of a river and its valley.</p> <p>Fluvial processes:</p> <ul style="list-style-type: none"> erosion – hydraulic action, abrasion, attrition, solution, vertical and lateral erosion transportation – traction, saltation, suspension and solution deposition – why rivers deposit sediment. <p>Characteristics and formation of landforms resulting from erosion – interlocking spurs, waterfalls and gorges.</p> <p>Characteristics and formation of landforms resulting from erosion and deposition – meanders and ox-bow lakes.</p> <p>Characteristics and formation of landforms resulting from deposition – levées, flood plains and estuaries.</p> <p>An example of a river valley in the UK to identify its major landforms of erosion and deposition.</p> <p>How physical and human factors affect the flood risk – precipitation, geology, relief and land use.</p> <p>The use of hydrographs to show the relationship between precipitation and discharge.</p> <p>The costs and benefits of the following management strategies:</p> <ul style="list-style-type: none"> hard engineering – dams and reservoirs, straightening, embankments, flood relief channels soft engineering – flood warnings and preparation, flood plain zoning, planting trees and river restoration . <p>An example of a flood management scheme in the UK to show:</p> <ul style="list-style-type: none"> why the scheme was required the management strategy the social, economic and environmental issues. 	<p>SUN assessment – 6 mark exam question – tbd.</p>	<p>plot information on graphs when axes and scales are provided</p> <p>interpret and extract information from different types of maps, graphs and charts, including population pyramids, choropleth maps, flow-line maps, dispersion graphs.</p> <p>Numerical skills</p> <p>Numerical skills to:</p> <p>demonstrate an understanding of number, area and scales, and the quantitative relationships between units</p> <p>design fieldwork data collection sheets and collect data with an understanding of accuracy, sample size and procedures, control groups and reliability</p> <p>understand and correctly use proportion and ratio, magnitude and frequency</p> <p>draw informed conclusions from numerical data.</p> <p>Statistical skills</p> <p>Statistical skills to:</p> <p>use appropriate measures of central tendency, spread and cumulative frequency (median, mean, range, quartiles and inter-quartile range, mode and modal class)</p> <p>calculate percentage increase or decrease and understand the use of percentiles</p> <p>describe relationships in bivariate data: sketch trend lines through scatter plots, draw estimated lines of best fit, make predictions, interpolate and extrapolate trends</p> <p>be able to identify weaknesses in selective statistical presentation of data.</p> <p>Use of qualitative and quantitative data</p> <p>Use of qualitative and quantitative data from both primary and secondary sources to obtain, illustrate, communicate, interpret, analyse and evaluate geographical information.</p> <p>Examples of types of data:</p> <p>maps</p> <p>fieldwork data</p> <p>geo-spatial data presented in a geographical information system (GIS) framework</p> <p>satellite imagery</p> <p>written and digital sources</p> <p>visual and graphical sources</p> <p>numerical and statistical information.</p>
<p>UK urban challenges and urban sustainability</p> <p>12 Lessons</p>	<p>Manchester and Salford urban areas</p> <p>Sustainability in Freiburg</p>	<p>Urban change in cities in the UK leads to a variety of social, economic and environmental opportunities and challenges.</p> <p>Urban sustainability requires management of resources and transport.</p>	<p>Overview of the distribution of population and the major cities in the UK.</p> <p>A case study of a major city in the UK to illustrate:</p> <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> social and economic: cultural mix, recreation and entertainment, employment, integrated transport systems environmental: urban greening how urban change has created challenges: <ul style="list-style-type: none"> 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. <p>An example of an urban regeneration project to show:</p> <ul style="list-style-type: none"> reasons why the area needed regeneration the main features of the project. <p>Features of sustainable urban living:</p> <ul style="list-style-type: none"> water and energy conservation waste recycling creating green space. <p>How urban transport strategies are used to reduce traffic congestion.</p>	<p>Pre SUN assessment VIP test.</p> <p>SUN assessment – combined assessment UK economy, river landscapes and UK urban challenges</p>	

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<p>Coastal landscapes in the UK</p> <p>10 Lessons</p>	<p>Lyme Regis and Medmerry coastal management</p>	<p>The coast is shaped by a number of physical processes.</p> <p>Distinctive coastal landforms are the result of rock type, structure and physical processes.</p> <p>Different management strategies can be used to protect coastlines from the effects of physical processes.</p>	<p>Wave types and characteristics.</p> <p>Coastal processes:</p> <ul style="list-style-type: none"> 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. <p>How geological structure and rock type influence coastal forms.</p> <p>Characteristics and formation of landforms resulting from erosion – headlands and bays, cliffs and wave cut platforms, caves, arches and stacks.</p> <p>Characteristics and formation of landforms resulting from deposition – beaches, sand dunes, spits and bars.</p> <p>An example of a section of coastline in the UK to identify its major landforms of erosion and deposition.</p> <p>The costs and benefits of the following management strategies:</p> <ul style="list-style-type: none"> hard engineering – sea walls, rock armour, gabions and groynes soft engineering – beach nourishment and reprofiling, dune regeneration managed retreat – coastal realignment. <p>An example of a coastal management scheme in the UK to show:</p> <ul style="list-style-type: none"> the reasons for management the management strategy the resulting effects and conflicts. 	<p>Pre SUN assessment VIP test.</p>	<p>Formulate enquiry and argument</p> <p>Students should demonstrate the ability to:</p> <ul style="list-style-type: none"> identify questions and sequences of enquiry write descriptively, analytically and critically communicate their ideas effectively develop an extended written argument draw well-evidenced and informed conclusions about geographical questions and issues. <p>Literacy</p> <p>Most communication is through the written word, raising the importance of good literacy skills. Students should be able to communicate information in ways suitable for a range of target audiences.</p>
<p>Fieldwork</p> <p>8 Lessons</p>		<p>Suitable question for geographical enquiry.</p> <p>Selecting, measuring and recording data appropriate to the chosen enquiry.</p> <p>Selecting appropriate ways of processing and presenting fieldwork data.</p> <p>Describing, analysing and explaining fieldwork data.</p> <p>Reaching conclusions.</p> <p>Evaluation of geographical enquiry.</p>	<p>Suitable question for geographical enquiry, the factors that need to be considered when selecting suitable questions /hypotheses for geographical enquiry.</p> <p>The geographical theory/concept underpinning the enquiry.</p> <p>Appropriate sources of primary and secondary evidence, including locations for fieldwork.</p> <p>The potential risks of both human and physical fieldwork and how these risks might be reduced.</p> <p>Selecting, measuring and recording data appropriate to the chosen enquiry, Difference between primary and secondary data. Identification and selection of appropriate physical and human data.</p> <p>Measuring and recording data using different sampling methods.</p> <p>Description and justification of data collection methods.</p> <p>Selecting appropriate ways of processing and presenting fieldwork data, Appreciation that a range of visual, graphical and cartographic methods is available.</p> <p>Selection and accurate use of appropriate presentation methods.</p> <p>Description, explanation and adaptation of presentation methods</p> <p>Describing, analysing and explaining fieldwork data,</p> <p>Description, analysis and explanation of the results of fieldwork data. Establish links between data sets.</p> <p>Use appropriate statistical techniques. Identification of anomalies in fieldwork data.</p> <p>Reaching conclusions, Draw evidenced conclusions in relation to original aims of the enquiry.</p> <p>Evaluation of geographical enquiry,</p> <p>Identification of problems of data collection methods. Identification of limitations of data collected.</p> <p>Suggestions for other data that might be useful.</p> <p>Extent to which conclusions were reliable.</p>	<p>Pre SUN assessment VIP test,</p> <p>Y10 mock exams paper 1 and paper 2.</p>	

Year 11	Case studies	Key ideas	Core knowledge and links to GCSE specification	Summative Assessments	Skills (including but not limited to)
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<p>Ecosystems and tropical rainforests 10 Lessons</p>	<p>Epping forest ecosystem Malaysian rainforest</p>	<p>Ecosystems exist at a range of scales and involve the interaction between biotic and abiotic components. Tropical rainforest ecosystems have a range of distinctive characteristics. Deforestation has economic and environmental impacts. Tropical rainforests need to be managed to be sustainable.</p>	<p>An example of a small scale UK ecosystem to illustrate the concept of interrelationships within a natural system, an understanding of producers, consumers, decomposers, food chain, food web and nutrient cycling. The balance between components. The impact on the ecosystem of changing one component. An overview of the distribution and characteristics of large scale natural global ecosystems. 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. Changing rates of deforestation. A case study of a tropical rainforest to illustrate:</p> <ul style="list-style-type: none"> • 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. <p>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.</p>	<p>Pre SUN assessment VIP test. SUN end of unit assessment – GCSE questions.</p>	<p>Cartographic skills relating to a variety of maps at different scales. Atlas maps: use and understand coordinates – latitude and longitude recognise and describe distributions and patterns of both human and physical features maps based on global and other scales may be used and students may be asked to identify and describe significant features of the physical and human landscape on them, eg population distribution, population movements, transport networks, settlement layout, relief and drainage analyse the inter-relationship between physical and human factors on maps and establish associations between observed patterns on thematic maps. Ordnance Survey maps: use and interpret OS maps at a range of scales, including 1:50 000 and 1:25 000 and other maps appropriate to the topic use and understand coordinates – four and six-figure grid references use and understand scale, distance and direction – measure straight and curved line distances using a variety of scales use and understand gradient, contour and spot height numerical and statistical information identify basic landscape features and describe their characteristics from map evidence identify major relief features on maps and relate cross-sectional drawings to relief features draw inferences about the physical and human landscape by interpretation of map evidence, including patterns of relief, drainage, settlement, communication and land-use interpret cross sections and transects of physical and human landscapes describe the physical features as they are shown on large scale maps of two of the following landscapes – coastlines, fluvial and glacial landscapes infer human activity from map evidence, including tourism. Maps in association with photographs: be able to compare maps sketch maps: draw, label, understand and interpret</p>
<p>Urban world and urban growth 12 Lessons</p>	<p>Urbanisation in Rio de Janeiro</p>	<p>A growing percentage of the world’s population lives in urban areas. Urban growth creates opportunities and challenges for cities in LICs and NEEs.</p>	<p>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:</p> <ul style="list-style-type: none"> • the location and importance of the city, regionally , nationally and internationally • causes of growth: natural increase and migration • how urban growth has created opportunities: <ul style="list-style-type: none"> ○ social: access to services – health and education; access to resources – water supply, energy ○ economic: how urban industrial areas can be a stimulus for economic development • how urban growth has created challenges: <ul style="list-style-type: none"> ○ 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. <p>An example of how urban planning is improving the quality of life for the urban poor.</p>	<p>SUN assessment – 6 mark exam question Favela Bairro Project.</p>	<p>use and understand coordinates – four and six-figure grid references use and understand scale, distance and direction – measure straight and curved line distances using a variety of scales use and understand gradient, contour and spot height numerical and statistical information identify basic landscape features and describe their characteristics from map evidence identify major relief features on maps and relate cross-sectional drawings to relief features draw inferences about the physical and human landscape by interpretation of map evidence, including patterns of relief, drainage, settlement, communication and land-use interpret cross sections and transects of physical and human landscapes describe the physical features as they are shown on large scale maps of two of the following landscapes – coastlines, fluvial and glacial landscapes infer human activity from map evidence, including tourism. Maps in association with photographs: be able to compare maps sketch maps: draw, label, understand and interpret</p>
<p>Weather hazards 12 Lessons</p>	<p>Typhoon Mangkhut Storm Cristoph</p>	<p>Global atmospheric circulation helps to determine patterns of weather and climate. Tropical storms (hurricanes, cyclones, typhoons) develop as a result of particular physical conditions.</p>	<p>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. 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.</p>	<p>Y11 mock GCSE exams – paper 1 and 2.</p>	<p>use and understand coordinates – four and six-figure grid references use and understand scale, distance and direction – measure straight and curved line distances using a variety of scales use and understand gradient, contour and spot height numerical and statistical information identify basic landscape features and describe their characteristics from map evidence identify major relief features on maps and relate cross-sectional drawings to relief features draw inferences about the physical and human landscape by interpretation of map evidence, including patterns of relief, drainage, settlement, communication and land-use interpret cross sections and transects of physical and human landscapes describe the physical features as they are shown on large scale maps of two of the following landscapes – coastlines, fluvial and glacial landscapes infer human activity from map evidence, including tourism. Maps in association with photographs: be able to compare maps sketch maps: draw, label, understand and interpret</p>

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		<p>Tropical storms have significant effects on people and the environment .</p> <p>The UK is affected by a number of weather hazards.</p> <p>Extreme weather events in the UK have impacts on human activity.</p>	<p>Immediate and long-term responses to tropical storms.</p> <p>Use a named example of a tropical storm to show its effects and responses.</p> <p>How monitoring, prediction, protection and planning can reduce the effects of tropical storms.</p> <p>An overview of types of weather hazard experienced in the UK.</p> <p>An example of a recent extreme weather event in the UK to illustrate:</p> <ul style="list-style-type: none"> causes social, economic and environmental impacts how management strategies can reduce risk. <p>Evidence that weather is becoming more extreme in the UK.</p>		<p>photographs: use and interpret ground, aerial and satellite photographs describe human and physical landscapes (landforms, natural vegetation, land-use and settlement) and geographical phenomena from photographs draw sketches from photographs label and annotate diagrams, maps, graphs, sketches and photographs.</p> <p>Graphical skills</p> <p>Graphical skills to:</p> <p>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.</p> <p>Numerical skills</p> <p>Numerical skills to:</p> <p>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.</p> <p>Statistical skills</p> <p>Statistical skills to:</p> <p>use appropriate measures of central tendency, spread and cumulative frequency (median, mean, range, quartiles and inter-quartile range, mode and modal class) calculate percentage increase or decrease and understand the use of percentiles describe relationships in bivariate data: sketch trend lines through scatter plots, draw estimated lines of best fit, make</p>
<p>NEE rapid economic development</p> <p>10 Lessons</p>	<p>NEE Nigeria</p>	<p>Some LICs and NEEs are experiencing rapid economic development which leads to significant social, environmental and cultural change.</p>	<p>A case study of one LIC or NEE to illustrate:</p> <ul style="list-style-type: none"> 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. 	<p>SUN assessment – 9 mark exam question tbd.</p>	
<p>Tectonic hazards</p> <p>8 Lessons</p>	<p>Nepal earthquake 2015</p> <p>New Zealand earthquake 2016</p>	<p>Natural hazards pose major risks to people and property.</p> <p>Earthquakes and volcanic eruptions are the result of physical processes.</p> <p>The effects of, and responses to, a tectonic hazard vary between areas of contrasting levels of wealth.</p> <p>Management can reduce the effects of a tectonic hazard.</p>	<p>Definition of a natural hazard.</p> <p>Types of natural hazard.</p> <p>Factors affecting hazard risk.</p> <p>Plate tectonics theory.</p> <p>Global distribution of earthquakes and volcanic eruptions and their relationship to plate margins .</p> <p>Physical processes taking place at different types of plate margin (constructive, destructive and conservative) that lead to earthquakes and volcanic activity.</p> <p>Primary and secondary effects of a tectonic hazard.</p> <p>Immediate and long-term responses to a tectonic hazard.</p> <p>Use named examples to show how the effects and responses to a tectonic hazard vary between two areas of contrasting levels of wealth.</p> <p>Reasons why people continue to live in areas at risk from a tectonic hazard .</p> <p>How monitoring, prediction, protection and planning can reduce the risks from a tectonic hazard.</p>	<p>Y11 mock GCSE exams – paper 1, 2 and 3.</p>	
<p>Hot deserts</p> <p>6 Lessons</p>	<p>Thar desert opportunities and challenges</p>	<p>Hot desert ecosystems have a range of distinctive characteristics.</p> <p>Development of hot desert environments creates opportunities and challenges.</p> <p>Areas on the fringe of hot deserts are at risk of desertification.</p>	<p>The physical characteristics of a hot desert.</p> <p>The interdependence of climate, water, soils, plants, animals and people.</p> <p>How plants and animals adapt to the physical conditions.</p> <p>Issues related to biodiversity.</p> <p>A case study of a hot desert to illustrate:</p> <ul style="list-style-type: none"> development opportunities in hot desert environments: mineral extraction, energy, farming, tourism challenges of developing hot desert environments: extreme temperatures, water supply, inaccessibility. 	<p>SUN assessment – 9 mark exam question tbd.</p>	

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			<p>Causes of desertification – climate change, population growth, removal of fuel wood, overgrazing, over-cultivation and soil erosion.</p> <p>Strategies used to reduce the risk of desertification – water and soil management, tree planting and use of appropriate technology.</p>		<p>predictions, interpolate and extrapolate trends be able to identify weaknesses in selective statistical presentation of data. Use of qualitative and quantitative data Use of qualitative and quantitative data from both primary and secondary sources to obtain, illustrate, communicate, interpret, analyse and evaluate geographical information. Examples of types of data: maps fieldwork data geo-spatial data presented in a geographical information system (GIS) framework satellite imagery written and digital sources visual and graphical sources numerical and statistical information. Formulate enquiry and argument Students should demonstrate the ability to: identify questions and sequences of enquiry write descriptively, analytically and critically communicate their ideas effectively develop an extended written argument draw well-evidenced and informed conclusions about geographical questions and issues. Literacy Most communication is through the written word, raising the importance of good literacy skills. Students should be able to communicate information in ways suitable for a range of target audiences.</p>
<p>Issue Evaluation</p> <p>6 Lessons</p>	<p>Information regarding issue evaluation is not available until twelve weeks before the paper three exam.</p>				