Autumn 1 Year 7	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic: The UK and Skills	Topic: Natural Hazards	Topic: Ecosystems (savannah)	Topic: River Processes	Topic: Development	Topic: Weather and Climate
Knowledge and skills covered: 1. Pre-unit 2. Where is the UK in the world? Physical overview of the UK's geography (relief maps, rivers, weather). 3. Human overview of the UK's geography – countries, cities, population density) 4. Use maps of the UK to introduce and practice lines of latitude and compass directions 5. Use maps of the UK to introduce and practice 4 and 6 figure grid references 6. Use OS maps of the UK to introduce and practice scale and distance (scale line and 1:25,000) *Additional lessons:* • *Other useful skills they will need include: field sketch, contour lines,* • *Spend more than one lesson on OS maps*	Knowledge and skills covered: 1. Structure of the earth and theory of continental drift 2. Plate boundaries 3. Plate boundaries 4. Case study: effects of an earthquake 5. Case study: responses to an earthquake 6. Prediction and planning to reduce the risk and impact of earthquakes 7. Post-unit *Additional lessons:* • *Case study: effects of a volcanic eruption* • *Case study: responses to a volcanic eruption* • *Prediction and planning to reduce the risk and impact of volcanic eruptions* *Compare the impacts of a natural hazard in LIC and HIC (rich vs poor)*	Knowledge and skills covered: 1. Pre-unit 2. Brief overview of ecosystems – definition, key characteristics of rainforest, desert, tundra and savannah. 3. Animal adaptations 4. Human impact on the savannah 5. Sustainability in the savannah *Additional lessons:* • *What is an ecosystem and how are components linked (food chains, webs)?* • *Economic opportunities in different ecosystems – how do humans make money from ecosystems?* • *More in-depth investigation of the characteristics of the savannah* • *You could make this an investigation on the Sahel in central Africa.*	Knowledge and skills covered: 1. The water cycle 2. Drainage basin features – locate using 4 figure grid references 3. River processes – erosion, transportation and deposition 4. Case study: effects of flooding 5. Flood management strategies 6. Post-unit *Additional lessons:* • *River landform – V shape valley and waterfall* • *River landform – meander and ox-bow lake* • *River landform – floodplain and estuary* *Causes of flooding (heavy rain, impermeable rock, steep land, urbanisation and deforestation)*	Knowledge and skills covered: 1. Pre-unit 2. Introduction to development (HIC, NEE, LIC), development indicators 3. Case study: study Malawi and Singapore to explore how lifestyles differ in LICs and HICs. 4. Causes of the gap 5. Reducing the gap 6. Demographic transition model *Additional lessons:* • *A lesson on what is development before development indicators* • *A single lesson on Malawi* • *A single lesson on Singapore*	Knowledge and skills covered: 1. Compass directions and weather symbols to describe weather in the UK. Explore how weather affects people. 2. Compare weather using climate graphs from rainforest, desert and UK 3. Factors that influence climate (prevailing wind, ocean currents, latitude, altitude, distance from coast) 4. Case study: causes of a tropical storm 5. Case study: effects of a tropical storm 6. Post-unit assessment 7. End of Year exam *Additional lessons:* • *What is weather? What is climate? How do we measure weather?* • *Pressure systems - what is the weather like in a high and low pressure system?* • *Extreme weather in the UK*

• *Introduce students to different types of maps: relief, population, political…etc.*					• *Case study: responses to a tropical storm Prediction and planning to reduce the risk and impact of a tropical storm*
Summative assessment: • 100% The UK	Summative assessment: • 50% The UK • 50% Natural Hazards	Summative assessment: • 20% The UK • 20% Natural Hazards • 60% Ecosystems	Summative assessment: • 10% The UK • 10% Natural Hazards • 40% Ecosystems • 40% River Processes	Summative assessment: • 10% The UK • 10% Natural Hazards • 10% Ecosystems • 30% River Processes • 40% Development	Summative assessment: • 10% The UK • 10% Natural Hazards • 10% Ecosystems • 10% River Processes • 30% Weather and Climate • 30% Development

End of year exam:
- 17% The UK
- 17% Natural Hazards
- 16% Ecosystems
- 16% River Processes
- 17% Development
- 17% Weather and Climate

Autumn 1 Year 8	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic: Population / Employment Knowledge and skills covered: 1. Population distribution in the world and UK. Why are some areas sparsely & densely populated? Push and pull factors. 2. Employment structure in the UK (primary – quaternary) 3. How has the UK's employment structure changed since 1600? 4. Employment structure different countries (compare UK, Ethiopia and China). 5. Globalisation – how a mobile phone can bring together all four employment sectors, over a number of countries. 6. Post-unit ***Additional lessons:*** • *Population pyramids*	Topic: Climate Change Knowledge and skills covered: 1. How have climates change over geologic timescales and more recently? Develop the skill of interpreting information from graphs. 2. Natural causes of long term climate change – orbital geometry, volcanic activity and sun spots. 3. Human causes of recent global warming – the enhanced greenhouse effect 4. Effects of climate change Overview 5. Case study: Bangladesh floods 6. Mitigation – renewable energies, changes to the home, allotments…etc. 7. Post-unit ***Additional lessons:*** • *Effects of climate change – positive and negative. Some countries (UK) have*	Topic: Ecosystems (rainforests) Knowledge and skills covered: 1. Pre-unit 2. Brief overview of ecosystems – definition, key characteristics of rainforest, desert, tundra, savannah, deciduous and coniferous forests. 3. Introduction to the rainforest – soils, climate, animals, vegetation. 4. Human use and impact on the rainforest 5. Sustainability in the rainforest ***Additional lessons:*** • *Economic opportunities in different ecosystems – how do humans make money from ecosystems?* • *You could make this an investigation on the Indonesian or Amazon Rainforest* • *Lesson on how humans use the rainforest*	Topic: Urbanisations Knowledge and skills covered: 1. What is urbanisation? What is a mega city? 2. Impacts of urbanisation in LICs. General overview and then focus on shanty towns. 3. Sustainable solutions to improve quality of life in shanty towns. 4. Impacts of urbanisation in HICs. General overview and then focus on social, economic and environmental impacts of traffic congestion. 5. Sustainable solutions to traffic congestion – park and ride, trams, congestion charge and cycle routes 6. Post-unit ***Additional lessons:*** • *After I have taught the year 10s the new urbanisation GCSE spec, I will be*	Topic: Coasts Knowledge and skills covered: 1. Pre-unit 2. How do we use the coastline? Why is it important? 3. Erosion and weathering along the coastline. 4. Erosional landforms – cave, arch, stack or headland and bay 5. How does longshore drift result in further erosion? 6. How can we protect the coastline from erosion? ***Additional lessons:*** • *What is longshore drift and deposition?* • *Deposition features – spit, tombola, bar, sand dune* • *Hard engineering solutions* • *Soft engineering solutions*	Topic: Globalisation Knowledge and skills covered: 1. 2. . 3. . 4. . 5. . 6. Post-unit exam 7. End of year exam ***Additional lessons:*** • .

	benefitted with increased tourism. How are HICs and LICs affected differently? • *Extra mitigation lesson on difference between individual, national and international response.* *Case study – desertification in the Sahel*	• *Lesson exploring their positive and negative impacts* • *2 lessons on sustainable practices. Use one to explore international cooperation.*	*reviewing this unit and making amendments.*		
Summative assessment: • 100% Employment	Summative assessment: • 50% Employment • 50% Climate Change	Summative assessment: • 20% Employment • 20% Climate Change • 60% Ecosystems	Summative assessment: • 10% Employment • 10% Climate Change • 40% Ecosystems • 40% Urbanisation	Summative assessment: • 10% Employment • 10% Climate Change • 10% Ecosystems • 30% Urbanisation • 40% Coasts	Summative assessment: • 10% Employment • 10% Climate Change • 10% Ecosystems • 10% Urbanisation • 30% Coasts • 30% Globalisation

End of year exam:
- 17% Employment
- 17% Climate Change
- 16% Ecosystems
- 17% Urbanisation
- 17% Coasts
- 16% Globalisation

Autumn 1 Year 9	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic: Natural Hazards Knowledge and skills covered: • Types of natural hazard • Theory of plate tectonics and continental drift • Plate margins (2 lessons) • Introduction of earthquakes – focus, epicentre, Richter Scale • Case study: Haiti (causes, effects and responses) • 8 mark case study practice using Haiti • Case study: Kobe (causes, effects and responses) • 8 mark case study practice using Kobe • Prediction and planning for earthquakes to reduce risk and impact • Impact of earthquakes in HICs and LICs	Topic: Natural Hazards Knowledge and skills covered: • Tropical storm cross section. How climate change has impacted on tropical storms – Haiyan intensity, frequency. • Case study: Typhoon Haiyan (causes, effects and responses) • 8 mark case study practice using Typhoon Prediction and planning for tropical storms to reduce risk and impact • Evidence of extreme weather in the UK • Causes and effects of the Somerset Floods • Responses to the Somerset Floods and 8 mark practice case study question • Evidence of Climate Change • Natural causes of climate change	Topic: Ecosystems Knowledge and skills covered: • 2 lesson introduction to ecosystems – definitions, components, links, food chain, food web, nutrient and energy cycle • Example of a small scale ecosystem (the pond) • 2 lessons – an overview of characteristics of the world's 8 major biomes • Introduction to the desert (soils, climate, vegetation, animals) • Vegetation and animal adaptations in the desert • 2 lessons – economic opportunities in the Sahara Desert (agriculture, solar panels, oil/gas and tourism) • Desertification in the Sahel	Topic: Ecosystems Knowledge and skills covered: • Introduction to the tropical rainforest (soils, climate, vegetation, animals) • Vegetation and animal adaptations in the tropical rainforest (including stratification) • 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) • 2 lessons - sustainable practices to reduce deforestation in the rainforest	Topic: Economic Development Knowledge and skills covered: • What is development? How do we measure development? Development indicators • Inconsistencies in data and importance of using more than one indicator • HDI and importance of using more than one indicator • Demographic Transition Model • Population pyramids • Causes of development gap (political, physical, social, economic) • Effects of gap (migration, health and wealth) • 3 lessons on reducing the gap (debt relief, microfinance loans, investment, intermediate technologies, aid, tourism, fair trade)	Topic: Economic Development Knowledge and skills covered: **Nigeria continued…** • 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. • Why has the UK's economy changed? • What does a post-industrial economy look like? Tertiary

• Global atmospheric circulation (2 lessons) • What is a tropical storm and how are they caused?	• Human causes of climate change • Mitigation and adaptation against climate change	• Sustainable practices to reduce desertification in the Sahel.		• How Jamaica has used tourism to close the gap **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? *Member of political, economic and trading groups, import/export markets.* • What is Nigeria's industrial and employment structure? Movement from primary to secondary. How has this affected economic development?	and quaternary sectors. • Growth of the quaternary sector. What is a science park/business park? • Use OS maps and grid references to assess the suitability of science park locations. • Sustainability in industrial development • How have populations in rural UK changed and why? Counter-urbanisation and outward migration • How have road and rail networks changed/developed in the UK? • How have ports and airports changed in the UK? • 2 lessons – how is the UK linked with the wider world?
Summative assessment: • 100% Natural Hazards	Summative assessment: • 100% Natural Hazards	Summative assessment: • 30% Natural Hazards • 70% Ecosystems (background and deserts)	Summative assessment: • 20% Natural Hazards • 80% Ecosystems (background,	Summative assessment: • 20% Natural Hazards • 20% Ecosystems • 60% Economic Development	Summative assessment: • 20% Natural Hazards • 20% Ecosystems • 60% Economic Development)

			deserts and rainforests)	(indicators, Nigeria)	

End of year exam:
- 35% Natural Hazards
- 30% Ecosystems
- 35% Economic Development)

Autumn 1 Year 10	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic: UK Physical Landscapes (Rivers)

Knowledge and skills covered:
- Overview of UK landscapes – physical, urban.
- Waves – terminology and anatomy of constructive and destructive waves
- Processes of weathering and erosion along the coastline
- Mass movement
- Wave cut platform formation
- Headland and bay formation
- Cave, arch, stack formation
- Processes of transportation (longshore drift) and deposition
- 2 lessons on the formation of depositional landforms – beach, sand dunes, spit, bar, tombola | Topic: UK Physical Landscapes (Coasts)

Knowledge and skills covered:
- Water cycle and drainage basin recap using OS map
- River profile – cross profile and long profile in the upper, middle and lower profiles
- River processes – weathering, erosion, transportation and deposition. Include the types of erosion and transportation.
- 2 lessons - landform formation in the upper course – gorge, waterfall and V shape valley
- Meander and ox-bow lake formation
- 2 lessons – landform formation in the lower course – estuary, floodplain and levees
- Locating river landforms on OS maps using contour lines, grid | Topic: Resource Management

Knowledge and skills covered:
Food, water and energy and fundamental to human development.

- The significance of food, water and energy to economic and social are fundamental to human well-being.
- An overview of global inequalities in the supply and consumption of resources.

The changing demand and provision of resources in the UK create opportunities and challenges.
- An overview of resources in relation to the UK.

Food: | Topic: Urban Issues and Challenges

Knowledge and skills covered:
A growing percentage of the world's population lives in urban areas.

- 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.

Urban growth creates opportunities and challenges for cities in LICs and NEEs.
- A **case study** of a major city in an LIC or NEE to illustrate:
  - *the location and importance of the* | Topic: Urban Issues and Challenges

Knowledge and skills covered:
 Urban change in cities in the UK leads to a variety of social, economic and environmental opportunities and challenges.

- Overview of the distribution of population and the major cities in the UK.
- A **case study** of a major city in the UK to illustrate:
  - *the location and importance of the city in the UK and the wider   world*

  - *impacts of national and international migration on the growth and character of the city* | Topic: Fieldwork

Knowledge and skills covered:
Are coastal management strategies effective at preventing the risk of erosion along the North Norfolk coastline?

Work through pre-prepared booklet on:

- What are the key characteristics of the North Norfolk coastline?
- Why it is at risk of erosion? Rock type, destructive wave, concordant coastline
- What are management strategies?
- What are the SMPs along the North Norfolk coastline? What is currently being done to |

• Why is it important to protect the coastline?
• Hard engineering strategies
• Soft engineering strategies
• Managed retreat
• Case study: Happisburgh (erosion and management)
	references and symbols
	• Reading storm hydrographs. What affects the likelihood of flooding (urbanisation, vegetation, deforestation, rock type, gradient)
	• 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?
		• 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 de cit and surplus
		• the need for transfer to maintain supplies.
		
		Energy:
		
		• the changing energy mix – reliance on fossil fuels, growing
			city, regionally, nationally and internationally
			• *causes of growth: natural increase and migration*
			• *how urban growth has created opportunities:*
			• *social: access to services – health and education; access to resources – water supply, energy*
			  • *economic: how urban industrial areas can be a stimulus for economic development*
			• *how urban growth has created challenges:*
			  • *managing urban growth – slums, squatter settlements*
			  • *providing clean water, sanitation systems and energy*
			  • *providing access to services –*
				• *how urban change has created opportunities:*
				• *social and economic: cultural mix, recreation and entertainment, employment, integrated transport systems*
				• *environmental: urban greening*
				
				• *how urban change has created challenges:*
				• *social and economic: urban deprivation, inequalities in housing, education, health and employment*
				• *environmental: dereliction, building on brown field and greenfield sites, waste disposal*
				
				• *the impact of urban sprawl*
					protect the coastline?
					• Primary data collection techniques:
					  • *wave count,*
					  • *bipolar evaluation*
					  • *longshore drift test*
					  • *cost benefit analysis*
					  • *field sketch*
					• Secondary data collection techniques:
					  • *flood risk mapping*
					• How is this data represented? Graphs and maps.
					
					Go on the fieldtrip
					
					When you return complete a lesson looking at the data representation techniques (graphs and maps) you would use to show the data collected. The teacher pre-prepares this for the students. They

		signi cance of renewables • reduced domestic supplies of coal, gas and oil • economic and environmental issues associated with exploitation of energy sources.	*health and education* • *reducing unemployment and crime* • *managing environmental issues – waste disposal, air and water pollution, traffic congestion.* • An **example** of how urban planning is improving the quality of life for the urban poor	*on the rural–urban fringe, and the growth of commuter settlements.* • An **example** of an urban regeneration project to show: • *reasons why the area needed regeneration* • *the main features of the project.* Urban sustainability requires management of resources and transport. • Features of sustainable urban living: • *water and energy conservation* • *waste recycling* • *creating green space.* How urban transport strategies are used to reduce traffic congestion.	must learn it for their exam in paper 3.
Summative assessment:	Summative assessment:	Summative assessment:	Summative assessment:	Summative assessment:	Summative assessment: • 100% Paper 3

• 10% Natural Hazards • 10% Ecosystems • 10% Economic Development • 70% UK Physical Landscapes (70% Rivers)	• 10% Natural Hazards • 10% Ecosystems • 10% Economic Development • 70% UK Physical Landscapes (35% Rivers/35% Coasts)	• 10% Natural Hazards • 10% Ecosystems • 10% Economic Development • 10% UK Physical Landscapes • 60% Resource Management	• 10% Natural Hazards • 10% Ecosystems • 10% Economic Development • 10% UK Physical Landscapes • 60% Urban Issues and Challenges	• 10% Natural Hazards • 10% Ecosystems • 10% Economic Development • 10% UK Physical Landscapes • 60% Urban Issues and Challenges	

End of year exam:
- 20% Natural Hazards
- 20% Ecosystems
- 20% Economic Development
- 20% UK Physical Landscapes
- 20% UK Physical Landscapes

Autumn 1 Year 11	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Topic: Resource Management
 	
Knowledge and skills covered:
Energy
Demand for energy resources is rising globally but supply can be insecure, which may lead to conflict.
 	
• Areas of surplus (security) and deficit (insecurity):
  • *global distribution of energy consumption and supply*
  • *reasons for increasing energy consumption: economic development, rising population, technology*
  • *factors affecting energy supply: physical factors, cost of exploitation and production, technology and political factors.*
	Topic: Resource Management
	
	Knowledge and skills covered:
	Food
	Demand for food resources is rising globally but supply can be insecure, which may lead to conflict.
	
	• Areas of surplus (security) and deficit (insecurity):
	  • *global patterns of calorie intake and food supply*
	
	  • *reasons for increasing food consumption: economic development, rising population*
	
	  • *factors affecting food supply: climate, technology, pests and disease, water stress, conflict, poverty.*
		Topic: Revision Paper 1 and Paper 3 Section A
		
		Knowledge and skills covered:
		P1 Living with the physical environment
		• Section A: The challenge of natural hazards
		• Section B: The living world
		• Section C: Physical landscapes in the UK
		
		P3 Geographical applications
		• Section A: Issue evaluation
			Topic: Revision Paper 3 Section B and Paper 2
			
			Knowledge and skills covered:
			P2 Challenges in the human environment
			• Section A: Urban issues and challenges
			• Section B: The changing economic world
			• Section C: The challenge of resource management
			
			P3 Geographical applications
			• Section B: Fieldwork
				Topic: Revision Paper 1 and 2
				
				Knowledge and skills covered:
				• P1 Living with the physical environment
				• P2 Challenges in the human environment
					Topic: Revision Paper 2 and 3
					
					Knowledge and skills covered:
					• P2 Challenges in the human environment
					• P3 Geographical applications

• Impacts of energy insecurity – exploration of difficult and environmentally sensitive areas, economic and environmental costs, food production, industrial output, potential for conflict where demand exceeds supply.
 	
Different strategies can be used to increase energy supply.
 	
• Overview of strategies to increase energy supply:
  • *renewable (biomass, wind, hydro, tidal, geothermal, wave and solar) and non-renewable (fossil fuels and nuclear power) sources of energy*
  • *an **example** to show how the extraction of a fossil fuel has both advantages*
	• Impacts of food insecurity – famine, undernutrition, soil erosion, rising prices, social unrest.
	
	Different strategies can be used to increase food supply.
	
	• Overview of strategies to increase food supply:
	  • *irrigation, aeroponics and hydroponics, the new green revolution and use of biotechnology, appropriate technology*
	  • *an **example** of a large scale agricultural development to show how it has both advantages and disadvantages.*
	• Moving towards a sustainable resource future:
	  • *the potential for sustainable food*				

and disadvantages.
• Moving towards a sustainable resource future:
  • *individual energy use and carbon footprints. Energy conservation: designing homes, workplaces and transport for sustainability, demand reduction, use of technology to increase ef ciency in the use of fossil fuels*
  • *An **example** of a local renewable energy scheme in an LIC or NEE to provide sustainable supplies of energy.*
	supplies: organic farming, permaculture, urban farming initiatives, sh and meat from sustainable sources, seasonal food consumption, reduced waste and losses
	• *An **example** of a local scheme in an LIC or NEE to increase sustainable supplies of food.*				

Summative assessment: • 10% Natural Hazards • 10% Ecosystems • 10% Economic Development	Summative assessment: • 10% Natural Hazards • 10% Ecosystems • 10% Economic Development	Summative assessment: • 26% The challenge of natural hazards • 20% The living world	Summative assessment: • 26% Urban issues and challenges • 24% The changing economic world • 20% The challenge of	Summative assessment: • P1 Living with the physical environment (35% of GCSE) • P2 Challenges in the human	Summative assessment: • P2 Challenges in the human environment (35% of GCSE) • P3 Geographical applications (30% of GCSE)

• 10% UK Physical Landscapes • 10% Urban Issues and Challenges • 50% Resource Management	• 10% UK Physical Landscapes • 10% Urban Issues and Challenges • 50% Resource Management	• 24% Physical landscapes in the UK • 30% Geographical applications - Issue evaluation	resource management • 30% Geographical applications - Fieldwork	environment (35% of GCSE)	

End of year exam:
External GCSE Geography (AQA)