

1. Implementation. How is the curriculum delivered?

Interleaving subject specific themes:

2019-2020 Yr 7:

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| Sustainability | Climate Change |
| Development | Decision Making |
| Critical thinking | Fieldwork |

| Year 7: Topic | Topic Title | Key Idea/Justification in terms of position/sequence and content/skill: | Assessment | Links to wider curriculum Enrichment Opportunities Careers | SMSC |
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| Half Term 1a | What is Geography | <ul style="list-style-type: none"> This unit of work introduces students to the diverse and contemporary nature of Geography. From, locational geography to sustainability and the use of plastics, the winners and losers of palm oil production and the diverse nature of the UK. This unit is a multi-structural in order to provide a broad overview of the subject at the global, national and local scale. <i>For next year, this ambitious unit will remain, with the addition but with a KS2 transition booklet (with fieldwork) and a reduced amount of content in terms of climate change (enhanced greenhouse effect) and palm oil (winners and losers).</i> <i>Next year students will be introduced to the basics of settlement (site, situation and settlement) as a basis for future units. This year this is part of a broader unit in HT5.</i> <p>Skills: Basic map skills- atlas work, longitude / latitude, compass directions, using photos, figures. Graphical skills - Pictogram, bar chart. Decision Making Exercise.</p> <ul style="list-style-type: none"> By the end of this unit students should be able to: | <p>Demonstrate & Connect – Low stakes testing Self and peer assessment Formative assessment Summative assessment: December mock exam.</p> | <p>Science:– plastic pollution, climate change.</p> <p>What is Geography collage? Backpacking around Europe project</p> <p>Cartographer, meteorologist, data analyst, environmentalist.</p> | <p>A sense of awe and wonder. Social, moral and environmental responsibility. Global citizens.</p> |

Sustainability, Climate Change, Development, Decision Making, Critical thinking, Fieldwork

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| Half Term 1b | Extreme Environments – Polar | <ul style="list-style-type: none"> This unit improves student’s locational knowledge and atlas skills, looking at latitude and longitude as well as examining the climate of extreme environments. Students are also able to appreciate the harshness and challenges of Arctic places as they study the ‘race to the Poles’ and treacherous journeys of Anderson and Scott. The modern day challenges that humans face living in these environments are also explored. E.g. how Inuit cultures such as the Saami adapt. This unit therefore also allows students to appreciate the diversity of other cultures as well as environments that are very different to their own. Human and animal adaptations are also looked at. Oracy opportunity to debate whether oil resources should be exploited in Alaska. Students are encouraged to form their opinions using evidence from either side of the argument. <p>Skills: Map - Latitude and Longitude, grid references. Graphical - interpreting climate graphs. Students also complete a Decision Making Exercise, allowing them to reflect on how local actions can have global consequences & aim to reach a sustainable solution.</p> <ul style="list-style-type: none"> By the end of this unit students should be able to: | | <p>Animal adaptations in in cold environments – Ecosystems / Biology Literacy skills – Polar expedition story.</p> <p>Visit to Yorkshire Wildlife Park to see the polar bears!</p> <p>Scientists, wildlife conservationists.</p> | |
| 2 | Beautiful Brazil | <ul style="list-style-type: none"> Going from one extreme environment to another, this unit builds on the introductory unit of ‘What is Geography?’ regarding palm oil, it allows students to deepen their knowledge and understanding. The challenges and opportunities of development in an NEE are studied and decision making skills developed when considering the pros and cons of deforestation in Brazil. Animal and plant adaptations are also looked at in this unit. It also draws on the view of whether these biomes should be protected and how they should be protected (introduction of sustainability). <p>Skills: Map - Distribution of rainforests in South America, Africa and Asia, building on earlier map skills. Graphical - Pie charts, interpreting data and photographs. Decision Making Exercise.</p> <ul style="list-style-type: none"> By the end of this unit students should be able to: | <p>Demonstrate & Connect – Low stakes testing</p> <p>Self and peer assessment</p> <p>Formative assessment</p> <p>Summative assessment: December mock</p> | <p>Plant and animal adaptations in TRFs – Ecosystems / Biology .</p> <p>Research another example of a tropical rainforest e.g. in Malaysia (Asia) or Africa.</p> <p>Scientists, wildlife conservationists, Resource Management.</p> | |

Sustainability, Climate Change, Development, Decision Making, Critical thinking, Fieldwork

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| 3 | Awakening Africa | <ul style="list-style-type: none"> • Making sure all areas of the National Curriculum are incorporated into the breadth and depth of the curriculum this scheme of work explores the physical and human interactions of Africa. Students already have an awareness of different biomes at a global scales, so now explore on a continent scale, the various landscapes and climates identified, using map skills to help identify the locations. • Climate graphs are used to help identify different biomes across the continent & population pyramids are introduced to explain the challenges associated with a youthful population in a continent with so many LICs. Rural to urban migration, push and pull factors in a rapidly urbanising country are explained through the example of Kenya. • Looking at Kenya in more detail we look at the country's physical and human geography & the consequences of hyper urbanisation through a range of examples: Land, Air and Water Pollution and squatter settlements (Kibera) this is expanded upon at GCSE when we study Dharavi in India. Students complete a DME about sustainable squatter settlements here. • The challenges and opportunities of extracting and manufacturing resources are looked at through the cotton and diamond trade, this is a potential way for countries to develop and reduce inequalities in wealth but has negative social and environmental consequences. The concept of resources and development is revisited in Yr r 8 in 'who wants to be a billionaire' and Yr 9 'bridging the development gap'. • Tourism is another tool to aid development, The Maasi Mara and it's tribe people (a direct comparison of cultures to Sami and indigenous communities from the two previous units of work) are a potential strategy for sustainably development. This wilderness is a physical attribute Kenya can capitalise on. <p>Skills: Map - Google earth time-lapse to show change over time. Graphical / Numerical - Climate graphs, population pyramids, interpreting photographs, data analysis, pie charts, measures of central tendency. Decision Making Exercise. Land use models.</p> <ul style="list-style-type: none"> • By the end of this unit students should be able to: | | <p>Numeracy skills in Maths – histograms, (population pyramids), bar graphs (climate graphs) and measures of central tendency.</p> <p>Bill & Melinda Gates Foundation - community projects to provide clean water to developing countries. Model of a squatter house.</p> <p>International Development worker. International Aid Organisations / Charity / Relief work. Town Planner.</p> | |
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| 4 | Settlement | <ul style="list-style-type: none"> • Building on earlier map skills students look at site, situation and settlement using OS Maps & photographs, enabling them to identify settlement patterns. Relief, distance and scale are studied with the opportunity for students to make models and consider the location of settlements from prehistoric times to the industrial revolution and modern day. This ties in with Impossible Places next year where students consider human and physical factors affecting the location of settlements in Las Vegas & Dubai, it also enables students to link back to development as countries like Kenya (previous unit) evolve & urbanise. It also links to Advancing Asia in Yr 9 looking at industrial growth. • Land use models are introduced, enabling students to appreciate how settlements have changed over time. Students also complete a decision making exercise looking at out of town shopping in the UK. <p>Skills – Map OS maps, settlements patterns, relief, distance and scale.</p> <ul style="list-style-type: none"> • By the end of this unit students should be able to: | | <p>History: HT1 Roman invasion of Britain HT2: Castles</p> <p>Map Skills – Duke of Edinburgh.</p> <p>Contour model making.</p> <p>Town Planning, Resource Management, Cartographer.</p> | |
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| 5 & 6 | Raging Rivers / Fieldwork | <ul style="list-style-type: none"> • Linking back to earlier impacts of climate change & deforestation we then interweave the physical topic of 'Rivers'. Climate change and deforestation are both causes of flooding as explained through the water cycle. We introduce for the first time the physical processes of erosion, transportation and deposition. Students learn the basic formation of river landforms (e.g. Victoria Falls linking to the Africa unit). • This unit allows us to 'learn outside the classroom' by carrying out a fieldwork investigation measuring infiltration rates on the school site. This links to permeability of surfaces and flood risk. • We compare the impacts of flooding in HICs (York, Sheffield or Cumbria) and LICs (Mozambique - Africa) and study flood management through local case studies. • This unit creates the opportunity for students to attend a fieldtrip in for example York to look at flood management strategies and apply the route to enquiry skills. It also allows students to expand their cultural capital visiting this historic city & enthuse their love of the subject. Fieldwork is revisited & developed in future years. <p>Skills: - Graphical line graph to show infiltration rates on different surfaces / hydrographs to compare flood risk / data presentation techniques as part of fieldwork in York. Fieldwork – Route to Enquiry.</p> <p>By the end of this unit students should be able to:</p> | <p>Route to enquiry follows the same format as a science experiment.</p> <p>Numeracy – data presentation / hydrographs - graphical skills in Maths.</p> <p>Science – physical processes.</p> <p>History: Medieval Britain link to Shambles York Trip HT3</p> <p>Fieldtrip to York or similar – cultural capital historic city.</p> <p>Environment Agency – Flood Management, Data Analyst, Risk Management, Insurance, Geologist.</p> | |
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Sustainability, Climate Change, Development, Decision Making, Critical thinking, Fieldwork

At key stage 3: 2019-20:

Year 8:

| Topic No. | Topic Title | Key Idea/Justification in terms of position/sequence and content/skill: | Assessment | Links to wider curriculum Enrichment Opportunities Careers | SMSC |
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| 1 | Hurricane Havoc | <ul style="list-style-type: none"> • It's hurricane season! What better time to study this extreme weather event • Building on the introduction to awareness of hazards in year 7 (flooding) they learn about global scale atmosphere hazards. (GACM is not introduced here are a hard concept to grasp but rather the different between different pressure types). • Lessons flow towards knowing the formation of hurricanes, structure, scale, impacts (comparing LICs and HICs) and management. Progressing from year 7 when knowledge when comparing LICs and HICs through development and even flooding hazards students start to classify impacts through social, economic and environmental (seen in polar and TRF SoWs). • Students already have an awareness of extreme climates and how people and animals adapt (polar and TRF biomes) here survival of extreme weather conditions (hurricanes) is explored and decisions made as to the best strategy to manage them through the 3P's, prediction, planning and protection (a link to GCSE AQA spec managing hazards). • Students have the opportunity to be journalists and write a report on the impacts of Hurricane Katrina, design hurricane proof building and design a survival kit. At GCSE this is developed further when we study Weather Hazards. • Students can misinterpret UK weather as 'boring', but here we apply extreme weather to anticyclones and depressions and their associated hazards and impacts (storms and heatwaves). <p>Skills: Map - distribution of tropical storms on world map. Interpreting satellite images, photographs and maps.</p> <ul style="list-style-type: none"> • By the end of this unit students should be able to: | <p>Demonstrate & Connect – Low stakes testing</p> <p>Self and peer assessment</p> <p>Formative assessment</p> <p>Summative assessment: December mock exam.</p> | <p>Literacy – The Big Write</p> <p>Design a Hurricane Proof Building / Hurricane Survival Kit.</p> <p>Meteorologist, Hazard Mapping and Management, Architect, Environment Agency, Relief Agencies</p> | <p>A sense of awe and wonder.</p> <p>Social, moral and environmental responsibility. Global citizens.</p> |

Sustainability, Climate Change, Development, Decision Making, Critical thinking, Fieldwork

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| 2 | Climate Crisis & Glaciation | <ul style="list-style-type: none"> Studying climate overtime and how it cycles between glacial and interglacial's is a great introduction to show how temperatures have varied greatly over time and their impact on advancing ice. Leading into glacial environments, a link back to Year 7 'Extreme Environments' and Year 7 'Raging Rivers' and a cause of flooding – extreme ice melt – another link to the second half of this unit, possible impacts of climate change. Landforms carved from ice are majestic and plentiful in the UK, a great example of how diverse our physical landscape is. However, due to the unprecedented warming of recent temperatures it is not only having an effect on glaciers, and sea ice but numerable impacts local, national and global scale. Studying the causes and impacts of climate change, linking back to causes (Deforestation in TRFs Year 7 Beautiful Brazil) and the impacts on polar regions (Extreme Environments Year 7) / more extreme weather events (previous unit, Year 8 'Hurricane Havoc'), students start to appreciate the scale of the problem. Students study ways to cope with the impacts of climate change as well as ways to prevent it. Forest fires are also becoming more frequent due to climate change. Student need to be aware of a range of hydrometeorological hazards (Year 8 'Hurricane Havoc'), (and geomorphological hazards) not the obvious drought and ice melting. From a global to a local scale students complete a microclimate study around their school to appreciate temperature, wind, aspect and precipitation can vary on a small scale. <p>Skills: climate graphs, sequence of fieldwork around the school site, 4&6 figure grid references, compass directions, analysing numerical data</p> <ul style="list-style-type: none"> By the end of this unit students should be able to: | | <p>Science – climate change / micro / climates.</p> <p>Climate change pledges – how can we help?</p> <p>Meteorologist, Hazard Mapping and Management, Environment Agency, Relief Agencies.</p> | <p>A sense of awe and wonder. Social, moral and environmental responsibility. Global citizens.</p> |
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| 3 | Impossible Places | <ul style="list-style-type: none"> This unit further deepens students' knowledge and understanding of sustainability as they link the concept of sustainability to locations and people and places. Sustainability is once again linked with development and resource management (TRFs / Extreme Environments in Yr 7). Water scarcity and resource management are introduced looking at the extreme desert environments of Las Vegas and Dubai & Mountainous region of Nepal. Tying together human and physical Geography we consider how wealth and technology can overcome physical obstacles. We consider the impacts of tourism using The Skywalk over The Grand Canyon, we consider the opinions of different stakeholders and look at sustainable building design in Dubai reflecting back to the previous unit on climate change (renewable energy). In Nepal we debate whether base camp should be developed at the foot of Mount Everest? A decision making activity that also hinges on the impact of climate change. Forbidden Places are studied using Gruinard – Chernobyl, Britain's Anthrax Island and Area 51 (USA) to name but a few. <i>2020/21 sequence of learning will include climate change and glaciation in Climate Crisis.</i> <p>Skills: Stacked/compound bar chart to show the world's tallest buildings by country. Interpretation of photograph and satellite images.</p> <ul style="list-style-type: none"> By the end of this unit students should be able to: | <p>Demonstrate & Connect – Low stakes testing Self and peer assessment Formative assessment</p> <p>Summative assessment: December mock exam.</p> | <p>Numeracy – compound bar graphs</p> <p>Sustainable building design</p> <p>Architect, environmentalist, tourist trade, resources manager.</p> | <p>A sense of awe and wonder. Social, moral and environmental responsibility. Global citizens.</p> |
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| 4 | Who wants to be a Billionaire | <ul style="list-style-type: none"> • Why are some countries more developed than others? Starting with The Trade Game students appreciate why Africa (Yr 8) is less developed than Asia (Yr 9) or North America / Europe – raw materials v. manufactured goods. This unit enables students to appreciate the physical and human challenges that have made it difficult for Africa to develop while other parts of the world have thrived. We look at the distribution of global wealth & resources, ways to tackle inequality and compare countries using measures of development and quality of life, a simple introduction to the Demographic Transition Model. • This unit forms a sound basis for The Economic World at GCSE. • <i>For the current cohort students are introduced to the basics of settlement (site, situation and settlement) as this wasn't taught in Yr 7 last year. It will enable students to appreciate why people live where they do, linking to development and rural to urban migration as countries evolve economically.</i> <p>Skills: Map - Distribution Maps. Graphical – measures of central tendency (mean, median and mode).</p> <ul style="list-style-type: none"> • By the end of this unit students should be able to: | | <p>Numeracy – Measures of central tendency (mean, median & mode).</p> <p>Data analyst, International Development worker. International Aid Organisations, Business, Manufacturing</p> | <p>A sense of awe and wonder. Social, moral and environmental responsibility. Global citizens.</p> |
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| 5 | Collapsing Coasts | <ul style="list-style-type: none"> • Building on from the physical processes and landforms in Raging Rivers (Yr 7) and Glaciation (Yr 8 HT2) students study the causes, effects and management strategies of coastal erosion. The incidence of more extreme weather events and sea level rises make this topic more current than ever. • Students get the opportunity to make dynamic models of coastal features to help kinaesthetic learners apply their understanding of the processes at work. • The local example of the fastest eroding coastline in Europe is used in with The Holderness Coast, the case study is developed further and we visit the coastline as part of the GCSE fieldwork. <p>Skills: Map / GIS - Google Time lapse to see changes over time. Map skills to identify location and land use along Holderness Coast.</p> <ul style="list-style-type: none"> • By the end of this unit students should be able to: | | <p>Science – physical processes.</p> <p>Model making landforms.</p> <p>Environment Agency – Flood Management, Data Analyst, Risk Management, Insurance, Geologist.</p> | <p>A sense of awe and wonder. Social, moral and environmental responsibility. Global citizens.</p> |
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| 6 | Awakening Africa | <ul style="list-style-type: none"> • Making sure all areas of the National Curriculum are incorporated into the breadth and depth of the curriculum this scheme of work explores the physical and human interactions of Africa. Students already have an awareness of different biomes at a global scales, so now explore on a continent scale, the various landscapes and climates identified, using map skills to help identify the locations. • Climate graphs are used to help identify different biomes across the continent & population pyramids are introduced to explain the challenges associated with a youthful population in a continent with so many LICs. Rural to urban migration, push and pull factors in a rapidly urbanising country are explained through the example of Kenya. This links back to the ‘Who wants to be a Billionaire?’ unit. • Looking at Kenya in more detail we look at the country’s physical and human geography & the consequences of hyper urbanisation through a range of examples: Land, Air and Water Pollution and squatter settlements (Kibera) this is expanded upon at GCSE when we study Dharavi in India. Students complete a DME about sustainable squatter settlements here. • The challenges and opportunities of extracting and manufacturing resources are looked at through the cotton and diamond trade, this is a potential way for countries to develop and reduce inequalities in wealth but has negative social and environmental consequences. The concept of resources & development has been introduced in Yr 8 in ‘Who wants to be a billionaire’ and will be developed further in Yr 9 ‘bridging the development gap’. • Tourism is another tool to aid development, The Maasi Mara and it’s tribe people (a direct comparison of cultures to Sami and indigenous communities from the two previous units of work) are a potential strategy for sustainably development. This wilderness is a physical attribute Kenya can capitalise on. • <i>Next year Awakening Africa will be taught in Yr 7 and instead Business Boom will be taught in Yr 8 HT6. In terms on development, as Africa is least developed it would be better placed at the start so that we can appreciate how countries develop over time. Advancing Asia will then proceed in Yr 9.</i> <p>Skills: Map - Google earth time-lapse to show change over time. Graphical / Numerical - Climate graphs, population pyramids, interpreting photographs, data analysis, pie charts, measures of central tendency. Decision Making Exercise. Land use models.</p> <ul style="list-style-type: none"> • By the end of this unit students should be able to: | | <p>Numeracy skills in Maths – histograms, (population pyramids), bar graphs (climate graphs) and measures of central tendency.</p> <p>Bill & Melinda Gates Foundation - community projects to provide clean water to developing countries. Model of a squatter house.</p> <p>International Development worker. International Aid Organisations / Charity / Relief work. Town Planner.</p> | <p>A sense of awe and wonder.</p> <p>Social, moral and environmental responsibility. Global citizens.</p> |
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Sustainability, Climate Change, Development, Decision Making, Critical thinking, Fieldwork

Year 9 2019-20:

| Topic No. | Topic Title | Intent: Key Idea/Justification in terms of position/sequence and content/skill | Assessment / Impact | Links to wider curriculum Enrichment Opportunities Careers | SMSC |
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| 1 | Do we have enough? | <p>This unit is a student friendly module inspired by the popular book by Tim Marshall, 'Prisoners of Geography' which introduces students to the idea of geopolitics and explains how 'politics is nothing without geography..giving maps a power that politicians must tame'.</p> <p>The unit is split into sub topics of energy, water and food and provides an introductory unit to <i>Resource Management</i>. Through any form of media we are being made aware of our individual actions and how our actions can impact on the planets sustainability. This unit draws on the reality that resources are not always finite and we need to be conscious global citizens.</p> <p>Energy: Explaining the distribution of resources, the implications linked to a countries social and economic development. This draws knowledge from year 7 and 8 through 'Awakening Africa' and Business Boom, the potential conflict that may arise when resources can be exploited (Oil in Extreme Environments- Polar and trees in Beautiful Brazil) on a global scale. Knowledge of this is used in comparing wind energy and Alberta Sands (oil extraction) in Canada. In year 8 students study in detail, 'Climate Crisis' and this unit draws on how to halt that crisis by using renewable resources. Alternative provisions of renewable energy are evaluated and decisions made as to which is the most appropriate longer term. The units outlook on the crisis of future resource use fits in with Delta's vision '....creating a sustainable organisation that improves our society and wider environment'. A value that, 'promotes environmental awareness and protection locally, nationally and globally'. There is already an awareness of the use of plastics but that is not to overcast the equally devastating impact of our daily lives on the climate and this unit again widens their understanding that there are options available but it is the choices we make. <i>202021, I would like to use specific extracts/maps from this book and weave the content into lessons as well as maps from Danny Dorling.</i></p> <p>Water: In year 7 students study the hydrological cycle, it is reiterated that the water is not a finite source demonstrated through the geological timescale (recap from 'Restless Earth'). Following on from the energy unit students learn the impacts of water scarcity upon development exemplified through Niger, Sahel, the impacts of climate change affecting water supply. So not to confuse students that having water is ok, they understand that water quality plays an important role in development, having learnt in year 7 and 8 classification of countries as LICs and NEEs and applying how water quality changes as a country develops and the causes for this e.g. TNCs' (Should Nike Just Do It? in Business Boom). Similar to the energy unit students study two ways of managing water at a national and local scale (China Three Gorges Dam and Pumpkin Tanks Sri Lanka <i>linking knowledge of Hoover Dam from Year 8 'Impossible Places and Year 9 'Advancing Asia' Three Gorges Dam, that China has the technology to help develop itself compared to some countries in Africa – add in 202021</i>), making a choice as to which one is most appropriate in the long-term considering the context and stakeholders. Finishing with a topic close to the school's</p> | <p>Demonstrate & Connect – Low stakes testing Self and peer assessment Formative assessment</p> | <p>Eutrophication in Science. Numerical skills in Maths.</p> | <p>A sense of awe and wonder. Social, moral and environmental responsibility. Global citizens.</p> |
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| | | <p>heart – plastic. Moving away from generic plastic use and focusing on the choice students can make using single use or refilling water bottles. Reinforcing the schools plastic free Fridays.</p> <p>Food:</p> <p>Being an essential resource students connect with the consequences of food surplus and deficit (insecurity). Looking at what this means for a countries development through the continent of Africa, country of Syria. We can be disconnected from our food chain so students explore the ethics of chicken farming, being aware of the basic legal requirements for farmers and the choices we can make about where we source our food. But also drawing personal opinions from bottled water, plastics (Year 9 ‘Awakening Asia’ and ‘Do we have Enough’ - Water), tropical rainforest destruction (Year 7 ‘Beautiful Brazil’) which can all be applied. ‘Awakening Africa’ highlights that a lack of development is due to the resources not being manufactured and people stuck in a cycle of poverty, learning the ‘Darker side of Chocolate’ demonstrates how trade is not always fair and how TNCs can manipulate the process (link to Year 8 ‘Business Boom’). Understanding how resources are not sustainable at our current rate of use we offer the students an alternative view to their supermarket traditional diet. Learning the famine cuisines of developing countries (Year 9 ‘Advancing Asia’ link to population control 2 child policy). How eating insects can feed the planet and curb our waste and destruction of land e.g. deforestation of Tropical Rainforests for cattle ranching (Year 7 ‘Beautiful Brazil’)</p> <p>Skills: Maps, locations, interpreting photographs, numerical calculation of carbon footprint, DME, line graphs, sketches, choropleth map, pie chart</p> <p><i>202021 Choropleth mapping for next year – e.g. amount of oil.</i></p> <p>Impact: <i>Students will have a well-informed perspective of the state of global and local resources. They can make evaluative, evidence based decisions on future sustainable resource use that applies to them at all scales, but also from different stakeholders views.</i></p> | | | |
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| 2 | Resource Management: Energy | <p>AQA GCSE Geography Paper 2 Challenges in the human environment, Section C Resource Management.</p> <p>Students have a well-grounded overview of the global resources available and the consequences of how they can be used. This unit sequences well as it builds on this will regular exam question practise to embed knowledge and captures their interest when they need to evaluate and <i>discuss issues that just might not be local enough to them e.g. fracking and wind farms.</i></p> <ul style="list-style-type: none"> • 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 energy resources is rising globally but supply can be insecure, which may lead to conflict e.g. Fracking and drilling for oil or wind farm development. • Different strategies can be used to increase energy supply e.g. Biogas, India or Peru Chambamontera. <p>Skills: Maps, locations, choropleth maps at global and national scale, compound line graph, bar chart, compound bar chart, flow lines, pie chart, line graph, proportional symbols, interpreting figures, DME</p> | <p>Demonstrate & Connect – Low stakes retrieval testing</p> <p>Teacher, self and peer assessment</p> <p>Formative Assessment</p> <p>Summative Assessment at the end of each unit.</p> <p>July Mocks</p> | Drax power station | |
| 3 | Physical Landscape in the UK: Rivers | <p>AQA GCSE Paper 1 Living with the Physical Environment, Section C, UK Physical Landscapes and Rivers.</p> <ul style="list-style-type: none"> • Revisiting rivers and teaching coasts. • The UK has a range of diverse landscapes. • The coast is shaped by a number of physical processes. • Distinctive coastal landforms are the result of rock type, structure and physical processes e.g. River Tees. • Different management strategies can be used to protect rivers from the effects of physical processes. • The shape of river valleys changes as rivers flow downstream. • Distinctive fluvial landforms result from different physical processes. • Different management strategies can be used to protect river landscapes from the effects of flooding e.g. Boscastle, Cornwall, August 2004. <p>Skills: Interpreting photographs, interpreting maps, cross profile of a river, sketches, hydrograph, OS map skills</p> | | | Fieldtrip to rivers – Field Studies Centre |

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| 4 | Urban Challenges | <p>AQA GCSE Geography Paper 2 Challenges in the human environment Section A</p> <p>From 'Awakening Africa' students are aware of reasons for migration causing cities to grow, the opportunities and challenges of hyper-urbanisation in LICs and NEEs. 'Who wants to be a billionaire?' demonstrates that the majority of mega cities are located in Asia and what this may hold for the future. This knowledge from KS3 acts as a spring board into this unit of GCSE.</p> <p>From Year 7 'Awakening Africa' students are aware of reasons for migration causing cities to grow, the opportunities and challenges of hyper-urbanisation, Year 8 building on why there are so many mega cities in Asia in 'Who wants to be a billionaire?' to 'Business Boom' where the trigger of TNC's can encourage people to migrate to get a job in the secondary industry. This knowledge from KS3 acts as a spring board into this unit of GCSE. This goes in 2020-21 sequencing</p> <ul style="list-style-type: none"> • A growing percentage of the world's population lives in urban areas. • <u>Urban growth</u> creates opportunities and challenges for cities in LICs and NEEs. Case Study Mumbai, India NEE • <u>Urban change</u> in cities in the UK leads to a variety of social, economic and environmental opportunities and challenges. Case study London, UK HIC. • Urban sustainability requires management of resources and transport. <p>Skills: Maps, locations, line graphs, bar chart, proportional symbols, satellite images, interpreting photographs, DME, population pyramids</p> | | Trip to London / Sheffield / Leeds | |
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| 5 | Urban Challenges: Fieldwork | <p>AQA GCSE Paper 3 Section B Fieldwork investigation Building from the two fieldwork investigation completed in KS3 students engage their skills to a detailed report based on their local area. 'Housing quality increases the further from _____ CBD you travel' Follow the sequence of investigation incorporating a range of appropriate skills;</p> <ul style="list-style-type: none"> • Introduction (theory and models; Burges) • Methods; Primary and Secondary • Data presentation • Data analysis • Conclusion • Evaluation <p>Students complete a fieldwork project to determine whether housing quality improves the further from _____ CBD you travel. Skills: sequence of fieldwork, numerical and graphical and cartographic.</p> | | Numerical and graphical skills: Maths | |
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Year 10:

| Topic No. | Topic Title | Key Idea/Justification in terms of position/sequence and content/skill: | Assessment | Links to wider curriculum Enrichment Opportunities Careers | SMSC |
|-----------|-----------------------------|---|--|--|--|
| 1 | Pre Release Amazon | <ul style="list-style-type: none"> This unit draws upon the key concepts that students have embedded from year 7 particularly content studied on ecosystems and the rainforest. Previous knowledge of global biomes helps students to view their importance socially and environmentally so that they can make decisions on how to protect them for the future generations. This is a synoptic topic so is well suited to Y10 to draw upon what has been learnt so far which results in a DME. <p>Skills: Graphical, Climate graphs, Statistical:mean,mode, range, median,line of best fit; Data interpretation, DME – link to essay question.</p> | <p>Demonstrate & Connect – Low stakes testing Self and peer assessment June mock exam</p> | <p>Science: Ecosystems and adaptation Maths – Cartographical skills.</p> | <p>A sense of awe and wonder. Social, moral and environmental responsibility. Global citizens.</p> |
| 2. | Exam skills – walk and talk | <ul style="list-style-type: none"> The walk and talk unit allows students to build confidence and examination techniques in examination questions. Using command words effectively. <p>Skills: Exam timing, recall of knowledge, deconstructing the question</p> | | | |
| 3. | Coasts | <ul style="list-style-type: none"> Coasts is placed towards the middle of Year 10 it leads well into the summer term for the students to complete their Physical Fieldwork. Students already have the basic key concepts of coasts they are now able build on from ‘Collapsing Coasts’ in KS3. This unit looks at distinctive landforms and management strategies, the focuses in on our fieldwork study areas The Holderness Coast. Map skills are used to compare photographs of landforms and these skills are further built upon during fieldwork trips to contrasting environments. <p>Skills: Contour/ OS maps (4 & 6 figure grid references) relief maps</p> | | <p>Maths – Map skills</p> | |
| 4 | Case Study Mastercla | <ul style="list-style-type: none"> Fundamental to the GCSE course is the use of case studies in both physical and human geography. This gives students the opportunity to work on their recall of previous content so students are able to show progression in their learning. | | | |

Sustainability, Climate Change, Development, Decision Making, Critical thinking, Fieldwork

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| 6 | Introduction to development | <ul style="list-style-type: none"> Using data students' hypothesis what countries are like (their opportunities and challenges) using data they have been exposed to over the past 2 years e.g. climate, population pyramids, range of social and economic indicators (more detail now) Students know classifications of countries, introduce BRICs MINTs. Who will be the next super power? What factors are needed to create super power status. Link back to UK. Detailed look and breakdown of the demographic transition model (DTM). Students have learnt aspects of it e.g. causes of high death rate but not clearly linked it to development. Now they have covered a LIC NEE and HIC in detail they can really start to explain how as a country develops they move through the DTM This is a hard concept so it will be taught in year 10 pulling information from the previous 2 years. <i>But also looking at the development barriers – political (Brexit, corruption, aging populations, climate change, sea level rise)</i> Can humans solve everything? Theory of Malthus and Boserup and how population goes through natural checks or creates technology to cope with new the challenges ahead. Students hypothesis what the planet's future holds. Links to impossible places and the amazing resourcefulness and technologies human have created e.g. Three Gorges Dam. The space race is even an option that Boserup may have considered. Can you build a new country? Example South Sudan. https://www.youtube.com/watch?v=YQfluxpYVds <p>Skills: numerical data, range of graphs, pie charts, population pyramids, climate graphs. DTM, Malthus vs Boserup</p> | | | |
| 6. | Coasts Fieldwork | <ul style="list-style-type: none"> This unit makes clear links Coasts unit and the weather lends itself to physical fieldwork. Students can go through the fieldwork process from writing their hypothesis to carrying out fieldwork at The Holderness Coast. When they return to school they will be able to collate data, to perform analysis and map results. Leading to a conclusion and evaluation. <p>Skills: Analysing; photos, graphs, maps; Statistical: mean,mode, range, median, line of best fit; Data interpretation; Data presentation, GIS</p> | | | |

Sustainability, Climate Change, Development, Decision Making, Critical thinking, Fieldwork

Year 11:

| Topic No. | Topic Title | Key Idea/Justification in terms of position/sequence and content/skill: | Assessment | Links to wider curriculum Enrichment Opportunities Careers | SMSC |
|-----------|----------------------------|--|---|---|---|
| 1 | Changing Economic World | <ul style="list-style-type: none"> This is the unit the students find the hardest with a large number of specialist key terms and concepts. From Year 7 students have built on this and In Year 10 built on it further. The unit looks at the ever-changing economic development of the world. With this brings great improvement to quality of life but also countries struggling to close the development gap and therefore students learn ways in which to tackle this problem. <p>Skills: A range of data analysis is embedded here to aid understanding, from graphs to choropleth maps. Population pyramids; Interpreting data from graphs (isoline, flow line); Interpreting maps (global, national)</p> | <p>Demonstrate & Connect – Low stakes testing Self and peer assessment December and February mock exam</p> | | <p>A sense of awe and wonder. Social, moral and environmental responsibility. Global citizens.</p> |
| 2. | Consolidation and revision | | | | |
| 3. | Mock Feedback and Revision | | | | |

Sustainability, Climate Change, Development, Decision Making, Critical thinking, Fieldwork

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| 4 | Pre Rerelease | | Demonstrate & Connect – Low stakes testing Self and peer assessment Dece April Mock | | |
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