

Year 7	Autumn Term 1	Autumn Term 2	Spring 1	Spring 2	Summer 1	Summer 2
Component Knowledge An introduction to key Geographical concepts and skills continued from KS2 that will support learners transition to KS3. It is important that students are aware and understand the importance of how locational knowledge and mastery of skills will benefit them in their Geographical Studies.	What Geographers Do? An introduction to key Geographical concepts and skills continued from KS2 that will support learners transition to KS3. It is important that students are aware and understand the importance of how locational knowledge and mastery of skills will benefit them in their Geographical Studies.	Weather and Climate Developing students understanding of the weather and factors that can affect the weather in the UK. Students will learn different ways to describe weather and how it is measured. Recognise the different factors that influence the weather in the UK including examples of extreme weather the UK experiences. The topic concludes with a geographic investigation into microclimates where students measure, record and their own data.	Map Skills Introducing key geographical map skills which underpin a geography education. Build upon foundation map skills that students may have had some limited experience from primary school. The map skills unit is important as it equips students with the ability to effectively read maps and describe maps.	Rivers and Flooding The introduction of key physical landscapes and processes in the UK. It covers a range of geographical skills including map skills, sketches, annotated photographs, and evaluative writing. The unit is designed to give students the knowledge and understanding of fluvial processes in the UK.	The UK The topic covers geographical skills, human and physical geography. This includes Understanding the relief of the UK and landforms associated, glaciation of the Lake District with interleaving of the river topic and key terms. Explores a focus on human uses of the Lake District, explore critical thinking and evaluation by investigating the challenges associated with tourism. There is a local geography focus, exploring demographics in Manchester, understanding the links with regional inequalities.	UK Ecosystems This topic builds on knowledge of ecosystems introduced in KS1 & KS2. The topic uses a woodland to help students recall any previous knowledge and develop key understanding of key terminology. Students will learn the impact of change in an ecosystem and its consequences.
Key Knowledge and Concepts Taught	<ul style="list-style-type: none"> Describe, explain and give examples to demonstrate the difference between human and physical Geography Label key features of political and physical maps. Describe the general pattern of the location of features e.g. deserts Explain why the global pattern of McDonalds restaurants occurs. Explain what environmental 	<ul style="list-style-type: none"> Explore and exemplify the difference between weather and climate. Discover different pieces of equipment for measuring weather and the units of measurement used. Describe the sequence of the water cycle. Discover how we get rain. Gather information to explain why British weather is so changeable. Explain the causes, impacts and responses to an extreme weather event in the UK. 	<ul style="list-style-type: none"> To introduce student to OS maps and how to read them and locate different places around Westhoughton. To understand the purpose of sketch mapping and practice producing annotated sketches. Describe a route using 8-point compass directions. 	<ul style="list-style-type: none"> Introduced to the key features of a river system. Understand the changes that occur along a river long and cross profile as it flows from its sources to its mouth. Identify the key features of the upper course of a river and be able to describe the formation of a waterfall. Identify the key features of the middle course of a river and be able to describe the 	<ul style="list-style-type: none"> Understanding of UK geography (place and locational knowledge) and applying understanding of physical features Understanding of multi-culturalism in the UK. Links with LE on looking at British values and SMSC. Population and density in the UK. To understand why population is distributed the way it is in the UK. Introduction to demographics. Building upon population from the prior and focuses on areas of disparity of wealth = inequality. 	<ul style="list-style-type: none"> Key characteristics of an ecosystem including producers, consumers, decomposers. An understanding of the interdependence within an ecosystem to include food chains and food webs. How change impacts an ecosystem naturally and also due to human influence.

	<p>Geography is using an example</p> <ul style="list-style-type: none"> • Interpret a range of maps • Learn what GIS is and will be able to use an example of GIS independently • Draw and annotate a geographical sketch 	<ul style="list-style-type: none"> • Explain what a microclimate is and what factors effect microclimates. • To carry out an investigation into the microclimates of the school ground. 	<ul style="list-style-type: none"> • Read and write 4 & 6 figure grid references. • The concept of using scale to measure distances on maps. • Discover ways that height is shown on a map. • Compare an aerial photograph with an OS map. 	<p>formation of a meander.</p> <ul style="list-style-type: none"> • Identify some physical and human causes of flooding and be able to explain how they can increase the chance of flooding. • Understand the causes and impacts of the Boscastle flood. • Describe how methods can be used to reduce the risk of flooding. 	<ul style="list-style-type: none"> • Employment sectors into the UK and the how this has changes primarily from manufacturing (secondary) to mostly tertiary and quaternary industries. • Introduce glaciation through the example of the Lake District. Key knowledge such as erosion and deposition. • Lake District through exploration of tourism and the impacts tourism may have on the Lake District. 	<ul style="list-style-type: none"> • Consequences of change within an ecosystem. • A wider look at the temperate forest biome that the UK is part of.
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Links for Support/ Help at Home	<p>Use of student resources located within WHS SharePoint for students</p> <p>Walks and hikes to studied areas (or any areas with similar geographical landscapes/issues as studied)</p> <p>Use of additional homework, and/or additional resources from the class teacher via Synergy</p> <p>Wider reading: library visits or non-fiction reading on landscapes or countries studied</p> <p>Use of online platforms such as Seneca for revision of key knowledge</p> <p>Watching of documentaries linked to geographical issues studied</p> <p>Teacher discussions following assessments and/or reports</p> <p>Participation in extra-curricular activities</p>
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Year 8	Autumn Term 1	Autumn Term 2	Spring 1	Spring 2	Summer 1	Summer 2
Component Knowledge	<p>Africa</p> <p>Continent study. Through exploring Africa, the unit covers many physical geography themes and associated skills with it: such as biomes, reading climate graphs, physical mapping and then building upon this through analysing graphs as well as introducing plate</p>	<p>Rainforests and Biomes</p> <p>This topic builds on the concept of ecosystems studied in the year 7 UK ecosystems topic and builds on the wide range of terminology needed to understand</p>	<p>Tectonic Hazards</p> <p>Designed to develop students understanding of the structure of the earth and the theory of plate tectonics. Deepen their knowledge and understanding of how tectonic hazards such as earthquakes, volcanoes and tsunamis are caused, how they are</p>	<p>China</p> <p>This unit is designed to enhance locational knowledge and deepen student’s spatial awareness of a country focus in Asia. The unit encompasses many key attributes of place and location knowledge in China as well as exploring the human and physical geography. With a focus on:</p>	<p>Coasts</p> <p>Build on student knowledge of key concepts such as erosion, weathering and how physical geography can change over time buildings and developing knowledge learnt in the year 7 Rivers topic. Students will develop their ability to write in a sequence to</p>	<p>Deserts</p> <p>Introduce students to a hot desert. Follows on from what they have learnt in the rainforest as another example of a biome. Key factors include location, physical characteristics and human and physical interaction.</p>

	<p>tectonics with a focus on the Rift Valley as the foundations for the Tectonic Hazards topic. Human geography topics explore misconceptions within Africa.</p>	<p>ecosystems and biomes.</p> <p>Students will be able to recall information about the rainforest and use it to explain issues faced by rainforests.</p>	<p>measured and key features. Develop an understanding of how these hazards effect people and how people can respond to reduce the risk. Recognise the different factors that influence the risk of tectonic hazards.</p>	<p>population, physical features and international and economic development.</p>	<p>explain the formation of coastal landforms (coastal processes); they will learn why the coast is important particularly for the UK as an island nation and they will learn ways that the coast can be protected.</p>	<p>Case study of Las Vegas, which will clearly show the way people are able to adapt to extremes.</p>
<p>Key Knowledge and concepts Taught</p>	<ul style="list-style-type: none"> • Dispel some negative perceptions and reinforce the importance that Africa is the second largest continent with 56 countries and over 1 billion people living on it. • Map Africa and label the main physical features. Introduce the idea that Africa has a range of physical features including the deserts, rainforests, grasslands, beaches and mountains • Revisits climate and ecosystems. Climate is responsible for Africa's rainforests and deserts. Understanding on how deserts form. • Introduce plate tectonics to the students then help them to understand how it created a huge valley filled with lakes. • Identify misconceptions in how we perceive Africa, 	<ul style="list-style-type: none"> • What a biome is and how their characteristics are linked to the climate. Looking at Biome maps – they can then describe locations of major biomes looking at patterns • Look at the location of the Amazon Rainforest within South America. • Ecosystem being a collection of plants and animals which are determined by the climate characteristics. • Vegetation has had to adapt to survive in a hot and humid environment but in the lower layers also adapt to survive in low light conditions. For animals focus on 	<ul style="list-style-type: none"> • Understand that the earth is made up of a layered structure, each with different characteristics that help us to understanding why we experience tectonic hazards. • Recognise the characteristics of two different volcanoes and to be able to describe the structure of a composite volcano. • Investigate the causes, effects, and responses of the Volcan de Fuego eruption in Guatemala in 2018. • Learn the causes and main effects of earthquakes using the Nepal Earthquake as a case study and complete a decision-making exercise on 	<ul style="list-style-type: none"> • Developing location and place knowledge of China • Build upon knowledge learnt on the concept of economic development focusing on a newly emerging economy building on students understanding of development ways it is measured. • Build upon students understanding of population recalling information about rural to urban migration , population distribution and understand patterns of distribution. • Study impacts of an increasing population and what strategies were implemented to reduce this. • re-capping TNC's and then investigating an active TNC in China and the challenges and 	<ul style="list-style-type: none"> • Revisit continents and oceans from year 7 and build knowledge of islands and seas. • Learn the importance of waves in shaping our coastlines and recognise the difference between constructive and destructive waves. • difference between erosion and weathering as well as gain an understanding of how the different types of weathering and erosion work at the coast. • formation of headlands and bays to include understanding how different types of erosion and geology are responsible. • process of longshore drift and explain why it occurs. 	<ul style="list-style-type: none"> • Develop students' knowledge about the location of the desert and why the climate is like it is. • Understanding of the hot desert ecosystem and key adaptations. Key knowledge being the flora and fauna adaptations to extreme environments. • Understanding on human uses of the desert and how humans adapt to living in a desert. Opportunities and challenges of development. • what desertification is and the implications of this in the future

	<p>look at why people have misconceptions about poverty in Africa</p> <ul style="list-style-type: none"> • Comparison of different types of life in the Horn of Africa for different people. • Development indicators. • How the Horn of Africa can develop economically through use of its physical features for tourism, development of industry and using the new wealth to improve social conditions. 	<p>need to live in the canopy (spider monkeys)</p> <ul style="list-style-type: none"> • Deforestation is the permanent destruction of the forest. Then explore illegal logging and cattle ranching as examples. • How forests can be used sustainably. 	<p>how people respond to earthquakes.</p> <ul style="list-style-type: none"> • Understand why people live in areas where tectonic hazards are common. • Learn about the causes effects and responses to the Indian Ocean Tsunami in 2004. • Learn how we can predict, prepare and plan for tectonic hazards with a focus on earthquake resistant buildings. 	<p>opportunities surrounding this</p> <ul style="list-style-type: none"> • factories but examining the negative effects that pollution can have on local, national and global levels and the management strategies being put in place. • Have an understanding of tourism and study the effects tourism can have on the Great wall of China, evaluating whether tourism should continue. • Looking into the future of China on the world political map. 		<ul style="list-style-type: none"> • how methods of desertification are being used to combat desertification
Links for Support/ Help at Home	<p>Use of student resources located within WHS SharePoint for students</p> <p>Walks and hikes to studied areas (or any areas with similar geographical landscapes/issues as studied)</p> <p>Use of additional homework, and/or additional resources from the class teacher via Synergy</p> <p>Wider reading: library visits or non-fiction reading on landscapes or countries studied</p> <p>Use of online platforms such as Seneca for revision of key knowledge</p> <p>Watching of documentaries linked to geographical issues studied</p> <p>Teacher discussions following assessments and/or reports</p> <p>Participation in extra-curricular activities</p>					

Year 9	Autumn Term 1	Autumn Term 2	Spring 1	Spring 2	Summer 1	Summer 2
Component Knowledge	<p>Resource Management</p> <p>builds on work students completed in year 8 on globalisation and China where they have studied manufacturing industries and resource use. In addition, it will provide wider understanding of</p>	<p>Cool World</p> <p>Recap the concept of global biomes and introduce a contrasting ecosystem to the tropical rainforest. Allowing students to greater understand how the location on</p>	<p>Climate Change</p> <p>This unit is designed to introduce students to the global issue of climate change. The topic should enable students to understand why climate change is such a prominent global issue and how it is affecting different countries around the world.</p>	<p>Manchester</p> <p>This unit is designed to introduce students to a local example of regional Geography, in this case, Manchester. The idea is that students will have some confidence with the area due to most living in Bolton. The topic should enable students to understand what</p>	<p>Conflict & Borders</p> <p>develop student's wider place and locational knowledge, introducing the complexities of contemporary geopolitical issues. Develop student's wider lens on global</p>	<p>Sustainable School Project</p> <p>Fieldwork project – students to collect their own data and use this to create a plan for how the school could be</p>

	fossil fuel and energy use in preparation for the climate change topic.	the planet a significant impact on the ecosystem can have that results. The Arctic is the focus for the topic and helps to invoke an understanding of the importance of wilderness and how humans can threaten it.	Who is responsible and will look at what can be done about climate change including adaptation and mitigation measures.	makes Manchester memorable, the history behind its growth, how it looks now (incorporating settlement models) and how through regeneration areas will continue to change.	issues and the relevance in modern day society: what conflict is and why it occurs, how geography can affect conflict and the impacts of conflict (through looking at migration).	be more sustainable.
Skills and Key Knowledge Taught	<ul style="list-style-type: none"> • Resource are vital to sustain human life but resource distribution is not equal leading to wealth disparities and conflict. • Oil is a non-renewable resource with environmental impacts but we rely on it for economic development. • The effectiveness of renewable resources • understand the issue of supply and demand. • how we can use dams, reservoirs and water transfer to resolve issues with supply and demand • Mismanagement of resources can have economic, social and environmental impacts 	<ul style="list-style-type: none"> • An introduction to the Arcticas a Polar biome linking its climate to the location on Earth. • A look at the tundra ecosystem focussing on the ocean and why species rely on the ocean. • How humans have populated polar environments and what pressures they put on the environment • An extended piece of writing of a speech to help students understand and express the importance of protecting the Polar wilderness. 	<ul style="list-style-type: none"> • Examine the link between humans and climate change, looking at the significance of the industrial revolution and human reliance on fossil fuels. • how climate change is having devastating impacts on Bangladesh, causing coastal flooding and people to become internally displaced putting pressure on cities like Dhaka. • how climate change is having devastating impacts on the Maldives, causing coral bleaching and a reduction in marine biodiversity. • how climate change can lead to conflict especially in LIC such as Sudan where resources are already limited. • how climate change is having impacts on the UK, specifically increasing extreme weather events like heatwaves, storms etc. 	<ul style="list-style-type: none"> • Collectively develop students' knowledge about Manchester and what the city is known for nationally and internationally. • To understand the key drivers behind Manchester's population change. Key knowledge being the impact of the industrial revolution and deindustrialisation • Settlement patterns and urban change. The focus being on cities being places that are constantly subject to change • Demographics of the Greater Manchester population including: age, ethnicity, religion, employment type, average wage and average GCSE scores. Use these to look at migration and introduce inequality • Focus on social deprivation as a concept. It links the idea of industrial decline to social deprivation. 	<ul style="list-style-type: none"> • Develop and re-cap students understanding on conflict. • develop ideas around changing political borders and the impact conflict can have on this. • understand the role that physical geography has on conflict and the impacts of this. • understanding of the impact that conflict have on development, through using the case study of the conflict in Afghanistan. • understanding of the of the impacts of conflict and challenge misconceptions and stereotypes 	<ul style="list-style-type: none"> • Sustainability recall and recap this time with a focus on a local setting (the school) • Students to create hypothesis and data collection • Then collect analyse and present their data. • Conclusions drawn and an evaluation completed.

	<ul style="list-style-type: none"> • Importing food can cause environmental issues and lead to higher costs. • where our rubbish goes and environmental concerns with this. • Plastic is a material that has made our lives easier BUT it has created many environmental issues. 		<ul style="list-style-type: none"> • industrialised nations that are responsible for climate change because they have historically caused most CO2 emissions through the burning of fossil fuels to aid in their development. • how individuals can contribute to the climate crisis through their consumption of food, energy etc 	<ul style="list-style-type: none"> • Sustainable cities and the characteristics of sustainable cities. Uses the city centre as its focus. • The context is sustainable regeneration using the brief for the CSTT My Environment My Future annual competition for schools. 	<p>surrounding refugees.</p> <ul style="list-style-type: none"> • understanding of the current ongoing conflict in Ukraine and the role NATO plays within conflict and politics. 	
Links for Support/ Help at Home	<p>Use of student resources located within WHS SharePoint for students</p> <p>Walks and hikes to studied areas (or any areas with similar geographical landscapes/issues as studied)</p> <p>Use of additional homework booklets, therapy work packs and/or additional resources from the class teacher via Synergy</p> <p>Wider reading: library visits or non-fiction reading on landscapes or countries studied</p> <p>Use of online platforms such as Seneca for podcasts</p> <p>Watching of documentaries linked to geographical issues studied</p> <p>Teacher discussions following assessments and/or reports</p> <p>Participation in enrichment opportunities and/or extra-curricular activities</p>					

Year 10	Autumn Term 1	Autumn Term 2	Spring 1	Spring 2	Summer 1	Summer 2
Component Knowledge	<p>UK Physical Landscapes: Rivers</p> <p>Revisits the location of major upland/lowland areas and river systems building on students understanding of map use from KS3. The topic then develops and deepens students understanding of fluvial processes and the long and cross profile of rivers. Students will then study the formation of</p>	<p>Challenge of Urban Environments</p> <p>This topic is broken down into four sections: Urbanisation and its causes, a study of a Rio De Janeiro which is a city in a newly emerging economy. A UK city we will study Manchester and then develop and deepen students understanding of urban sustainability. Within the study of each city</p>	<p>Living World</p> <p>Through studying a local ecosystem, students will revisit and develop their knowledge and understanding of a local ecosystem contrasting studies of two global biomes. Rainforests is the compulsory topic and we will study hot deserts as the optional topic. Students will</p>	<p>Human Fieldwork: Salford Quays Regeneration</p> <p>Students will plan, collect data, present and analyse their data and evaluate their study. Our human fieldwork investigation uses the urban challenges topic as our prior knowledge and students will investigate the effectiveness of the Salford Quays regeneration.</p>	<p>UK Physical Landscapes: Coastal Environments</p> <p>This is the second part of the UK physical landscapes topic. Students will recall and further develop their understanding of coastal processes which are very similar to the fluvial processes. Then look at the importance of waves in creating coastal landforms before looking at how we manage our</p>	<p>Physical Fieldwork: Lytham Dune Vegetation Succession</p> <p>Students will plan, collect data, present and analyse their data and evaluate their study. Our Physical fieldwork investigation uses the coasts topic as our prior knowledge and students will investigate vegetation succession in a dune environment.</p>

	two landforms from the upper, lower and middle course of a river then develop understanding to by applying this knowledge to the River Tees. The second part of the topic introduces hydrographs and develops students understanding of the causes, effects and management of river flooding.	students will look at its location, significance at a variety of scales, the opportunities and challenges created by urban change and then how Rio helps its urban poor and how regeneration is changing Manchester.	study the characteristics of each biome including location, climate, soils, vegetation characteristics, interdependence and vegetation and animal adaptations before studying human uses and impacts within the biome before looking at how the biome can be used sustainably.		coastlines. The case study examples studied will be the Holderness Coast and Lyme Regis for Coastal Management.	
Specification Content	<p>The shape of river valleys changes as rivers flow downstream -The long profile and changing cross profile of a river and its valley.</p> <p>Fluvial processes: erosion, transportation, & deposition.</p> <p>Distinctive fluvial landforms result from physical processes: Characteristics and formation of landforms resulting from erosion</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>The global pattern of urban change.</p> <p>Urban trends in different parts of the world including HICs and LICs. Factors affecting the rate of urbanisation – migration (push–pull theory), natural increase.</p> <p>The emergence of megacities.</p> <p>A case study of a major city in an LIC or NEE to illustrate: the location and importance of the city, causes of growth; how urban growth has created opportunities: Socially, economically and environmentally.</p> <p>How urban growth has created challenges: socially, economically & environmentally.</p>	<p>An example of a small scale UK ecosystem to illustrate the concept of interrelationships within a natural system</p> <p>The impact on the ecosystem of changing one component.</p> <p>An overview of the distribution and characteristics of large scale natural global ecosystems.</p> <p>The physical characteristics of a tropical rainforest.</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>A case study of a tropical rainforest to illustrate:</p>	<ol style="list-style-type: none"> 1. Suitable question for geographical enquiry 2. Selecting, measuring and recording data appropriate to the chosen enquiry 3. Selecting appropriate ways of processing and presenting fieldwork data 4. Describing, analysing and explaining fieldwork data 5. Reaching conclusions, 6. Evaluation of geographical enquiry, 	<p>Wave types and characteristics.</p> <p>Coastal processes: weathering processes, mass movement, Erosion, longshore drift & deposition</p> <p>Distinctive coastal landforms are the result of rock type, structure and physical processes, 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>	<ol style="list-style-type: none"> 1. Suitable question for geographical enquiry 2. Selecting, measuring and recording data appropriate to the chosen enquiry 3. Selecting appropriate ways of processing and presenting fieldwork data 4. Describing, analysing and explaining fieldwork data 5. Reaching conclusions, 6. Evaluation of geographical enquiry,

	<p>An example of a river valley in the UK to identify its major landforms of erosion and deposition.</p> <p>Different management strategies can be used to protect river landscapes from the effects of flooding.</p> <p>How physical and human factors affect the flood risk</p> <p>The use of hydrographs to show the relationship between precipitation and discharge.</p> <p>The costs and benefits of management strategies</p> <p>An example of a flood management scheme in the UK</p>	<p>An example of how urban planning is improving the quality of life for the urban poor.</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> <p>the location and importance of the city in the UK and the wider world</p> <p>impacts of migration on the growth and character of the city.</p> <p>how urban change has created opportunities: Socially, economically and environmentally.</p> <p>How urban change has created challenges: Socially, economically and environmentally. An example of an urban regeneration project.</p> <p>Features of sustainable urban living.</p>	<p>causes of deforestation, impacts of deforestation, Value of tropical rainforests to people and the environment.</p> <p>Strategies used to manage the rainforest sustainably.</p> <p>The physical characteristics of a hot desert and interrelationships, plant and animal adaptations and biodiversity issues.</p> <p>A case study of a hot desert that includes development opportunities and challenges to development.</p> <p>Causes, effects and responses to desertification.</p>		<p>An example of a section of coastline in the UK to identify its major landforms of erosion and deposition.</p> <p>Different management strategies can be used to protect coastlines from the effects of physical processes., The costs and benefits of management strategies</p> <p>An example of a coastal management scheme in the UK</p>	
<p>Links for Support/ Help at Home</p>	<p>Use of student resources located within WHS SharePoint for students</p> <p>Walks and hikes to studied areas (or any areas with similar geographical landscapes/issues as studied)</p> <p>Use of additional homework booklets, therapy work packs and/or additional resources from the class teacher via Synergy</p> <p>Wider reading: library visits or non-fiction reading on landscapes or countries studied</p> <p>Use of online platforms such as Seneca for podcasts</p> <p>Watching of documentaries linked to geographical issues studied</p> <p>Teacher discussions following assessments and/or reports</p> <p>Participation in enrichment opportunities and/or extra-curricular activities</p>					

Year 11	Autumn Term 1	Autumn Term 2	Spring 1	Spring 2	Summer 1	Summer 2
Component Knowledge	<p>Changing Economic World</p> <p>This unit has three very distinct sections: Variations in economic development and methods to close the development gap economically. This links to work students have completed at KS3 on Africa, China and Manchester on development status, reasons for a development gap and also population and links between the natural world and wealth from the resource management topic. There are then two large case studies on changes to UK industry and a comparison study to a LIC/NEE economy we are studying Nigeria. I would strongly suggest trying to stick to one lesson for each of the specification in the UK and Nigeria case studies or the topic will overlap. Students can struggle to understand the difference between this unit and Urban Issues and Challenges which inevitably leads to the wrong case studies being used. Rio for this topic and Nigeria for unit 1. It is important students understand the differences.</p>	<p>Hazards</p> <p>This unit has three very distinct sections: Tectonic hazards, weather hazards and climate change. There is a wide range of terminology to be learnt, applied and understood. Students must also be able to confidently write an account of the formation of physical features with a clear sequence and associated diagram. Students must <u>know</u> what a case study is, be taught how to (and tested on) learning case study details and develop skills in answering longer answer questions through application of case study knowledge. Global Atmospheric Circulation links back to work they did in the Living World topic. The work on tectonic hazards and weather hazards links clearly to work completed in year 7 & year 8 on tectonic hazards and year 9 on climate change.</p>	<p>Resource Management</p> <p>This topic looks at three key resources energy, water and food. First at a national scale in the UK looking specifically at resource distribution, availability of resources, issues with resources and then potential solutions to these issues. Students then learn about one water as a global issues following the same concepts. You can highlight many links to the KS3 curriculum through the Africa, China, UK and the challenge of resources topics. This is the smallest topic on paper 2.</p>	<p>Issues Evaluation</p> <p>Students receive an information booklet from the exam board in late March. It will link to one of the six core units studied but changes each year. Students will examine the booklet linking to prior knowledge and on paper 3 there will be a series of questions that examines students ability to understand the booklet and also evaluate some the issues found within it.</p>	<p>Revision</p> <p>Any available time after the content has been taught will be used for exams.</p>	<p>Summer Exams Undertaken</p>

<p>Specification Content</p>	<p>There are global variations in economic development and quality of life. Various strategies exist for reducing the global development gap., Some LICs and NEEs are experiencing rapid economic development which leads to significant social, environmental and cultural change., Major changes in the economy of the UK have affected, and will continue to affect, employment patterns and regional growth.</p>	<p>Natural hazards pose major risks to people and property. Earthquakes and volcanic eruptions are the result of physical processes. The effects of, and responses to, a tectonic hazard vary between areas of contrasting levels of wealth. Management can reduce the effects of a tectonic hazard. Tropical storms (hurricanes, cyclones, typhoons) develop as a result of particular physical conditions. Tropical storms have significant effects on people and the environment. The UK is affected by a number of weather hazards. Extreme weather events in the UK have impacts on human activity. Climate change is the result of natural and human factors, and has a range of effects. Managing climate change involves both mitigation (reducing causes) and adaptation (responding to change).</p>	<p>Food, water and energy are fundamental to human development. An overview of resources in relation to the UK As discussed above: Food, Water and Energy.</p> <p>Demand for water resources is rising globally but supply can be insecure, which may lead to conflict.</p> <p>Different strategies can be used to increase water supply.</p>	<p>This section contributes a critical thinking and problem-solving element to the assessment structure. The assessment will provide students with the opportunity to demonstrate geographical skills and applied knowledge and understanding by looking at a particular issue(s) derived from the specification using secondary sources. Assessment will consist of a series of questions related to a contemporary geographical issue(s), leading to a more extended piece of writing which will involve an evaluative judgement. Students will apply knowledge and understanding to interpret, analyse and evaluate the information and issue(s) in the pre-release resources booklet and the question paper.</p>		
<p>Links for Support/ Help at Home</p>	<p>Use of student resources located within WHS SharePoint for students Walks and hikes to studied areas (or any areas with similar geographical landscapes/issues as studied) Use of additional homework booklets, therapy work packs and/or additional resources from the class teacher via Synergy Wider reading: library visits or non-fiction reading on landscapes or countries studied Use of online platforms such as Seneca for podcasts Watching of documentaries linked to geographical issues studied Teacher discussions following assessments and/or reports Participation in enrichment opportunities and/or extra-curricular activities</p>					