

KS3 Geography Overview – Knowledge & Synoptic Connections

	Term 1 – Autumn		Term 2 - Spring	Term 3 – Summer
Year 7	<p align="center">Favourite Place</p> <p align="center">Big Question: ‘What is the geography of my favourite place? (TRANSITION)’</p> <ul style="list-style-type: none"> Challenges students’ misconceptions about ‘what geography is’ from KS2. Establishing key vocabulary and identifying the broad spectrum of ideas that are encompassed within geography e.g. human v physical v environmental geography. Establishes core concept of ‘interrelationships’ between human and physical environments to create distinctive places. <p>Core specialised concepts/themes:</p> <ol style="list-style-type: none"> Sustainability Spatial scales Temporal Scales 	<p align="center">Antarctica</p> <p align="center">Big Question: ‘How does ice change the world?’</p> <ul style="list-style-type: none"> Introduces students to spatial and temporal scale. (ABSTRACT ideas) Continues to build on concept of ‘interrelationships’ and how human and physical environments at a global scale are interdependent. The Polar Regions are of critical concern in our changing world and we need to understand what they are like (DESCRIBE) and why (EXPLAIN) they are important to global systems. Antarctica is often poorly represented on a map so addresses misconceptions Antarctica. Arctic region investigated at KS4/KS5 so provides contrasting location. <p>Core specialised concepts/themes:</p> <ol style="list-style-type: none"> Sustainability Spatial scales Temporal Scales Adaptation Causality 	<p align="center">Climatic Systems</p> <p align="center">Big Question: ‘What is the future of the Earth’s climate?’</p> <ul style="list-style-type: none"> 21st century geography with focus towards end of topic on our changing climate. Links back to Antarctic and how climates and biomes are interdependent. Lays foundations for topics across KS3, 4 & 5. Introduces threshold knowledge. Students need to understand high/low pressure and GSM (global circulation model) to be able to understand why deserts/rainforests are located at particular places on Earth. Challenges students to think at a range of temporal and spatial scales. Idea - we can’t see what the climate was like in the past and don’t have empirical data but we can use proxies. Links to Africa (Year 8) - role climate has played, does play and will play in controlling development and inequality. As global citizens to responding to global crisis ‘climate crisis’ – mitigation vs. adaptation. (Can countries afford it? Who should pay for it?) Responses to climate change – how inequality and level of development shape risk/resilience and actions that can be taken. Key theme throughout KS4 and KS5 teaching (synoptic) <p>Core specialised concepts/themes:</p> <ol style="list-style-type: none"> Sustainability Spatial scales Temporal Scales Risk Mitigation Adaptation Resilience 	<p align="center">UK</p> <p align="center">Big Question: ‘What is distinctive about the UK?’</p> <ul style="list-style-type: none"> Returning to the beginning of year 7 ‘favourite places’ and developing core understanding of human and physical characteristics of the country we live in. (IDENTITY AND CULTURE) Defined connection between Y7 – Topic 2 and 3 in relation to climate to demonstrate synoptic and interconnected nature of geography. Underpins the growing emphasis on the UK and understanding our geography at KS4. Establishes foundation. Will enable and encourage students to recall knowledge when comparing the UK with other nations/regions. Emphasis on ‘PLACE’ and located knowledge. Where is the UK and what is it like? (British Isles, UK, Great Britain confusion) Builds on skills, with students needing to continue to develop temporal thinking (past, present, future) - Changing economy. Detail – local fieldwork. “Enquiry learning” – Margaret Roberts. Independent learning/Wider research – fieldwork skills. <p>Core specialised concepts/themes:</p> <ol style="list-style-type: none"> Sustainability Spatial scales Temporal Scales Risk Resilience Inequality Globalisation Interdependence
	<p align="center">Asia/Middle East</p> <p align="center">Big Question: ‘How is Asia being transformed?’</p> <ul style="list-style-type: none"> Contrasting areas within the Middle East/Asia. Idea of areas been defined by common cultural identity rather than political or physical borders. (e.g. Middle East encompasses parts of Africa and Asia) Challenging stereotypes ‘Middle East isn’t full of terrorists’ – economic activity from oil, evolving economies of Dubai – finance. Addressing controversial issues ‘conflict’ and its causes. Relevant 21st C geography – More people live within S.E Asia than the rest of the world. e.g. continuing urbanisation and population growth Highly synoptic with links to Y7 – Topic 2, Y8 – Topic 1, and Y9 – Topic 2 & 3. Changing geopolitics within Asia with a global perspective. ‘China and globalisation’ Places identified with KS3 Nat. curriculum and links to KS4, KS5 – Human Rights and gender equality (developing global citizens) Decision making skills – source analysis/reliability (“fake news”) <p>Core specialised concepts/themes:</p> <ol style="list-style-type: none"> Sustainability Spatial scales Temporal Scales Risk Mitigation Causality Adaptation Resilience Interdependence 	<p align="center">Africa</p> <p align="center">Big Question: ‘How has Africa’s past shaped its present?’</p> <ul style="list-style-type: none"> KS3 national curriculum – identified as integral location of study. Builds on threshold knowledge in year 7 ‘GSM’ to build understanding of the physical factors shaping the diverse landscapes within Africa. Studies at varied scales e.g. Africa as a continent and countries within Africa – illustrating the size and complexity of interactions within Africa. Address to key misconceptions – 1. Not all of Africa is poor and starving. 2. Africa is a continent not a country/there are 54 countries within Africa that have their own distinctive identity. (DANGER OF A SINGLE STORY) Cross-curricular links to history: Colonisation/Empires. Challenging stereotypes students tend to have: - prosperity and development within Africa. (Infrastructure projects, tackling disease, global trade) Links to Asia - Y8 Topic 3 and Superpowers – Y9 Topic 3 – The Chinese in Africa ‘Investment’ and spheres of influence. ‘neo-colonialism’ Builds to KS4 which considers in depth study of Ethiopia (wasn’t colonised) <p>Core specialised concepts/themes:</p> <ol style="list-style-type: none"> Sustainability Spatial scales Temporal Scales Risk Causality Mitigation Adaptation Inequality Globalisation Threshold Resilience 	<p align="center">Landscape Systems</p> <p align="center">Big Question: ‘What happens when water and land meet?’</p> <ul style="list-style-type: none"> Fieldwork investigation – developing skills following on from year 7 personalised local study. River study to contrast coastal study at KS4. Mathematical and graphical skills through fieldwork. Using hydrology as agent of geomorphic change to focus on distinctive characteristics of both coastal landscapes (interface between marine and terrestrial landscapes) and fluvial landscapes (freshwater hydrology) - similarities/differences. (KS3 Nat. Curriculum) Similar geomorphic processes connect the two environments (weathering, erosion, transportation and deposition) Links to Y7 – Antarctica (Ice as part of hydrological system and shaping landscapes) Rivers often taught at KS2, but lacking physical processes knowledge. Links to climate change (rising sea levels – melting ice/thermal expansion) – increasing storm risk (coastal erosion e.g. Holderness) The UK is an Island –fundamental knowledge to place-making processes. <p>Core specialised concepts/themes:</p> <ol style="list-style-type: none"> Sustainability Spatial scales Temporal Scales Risk Causality Mitigation Adaptation Threshold Resilience Systems Feedback 	
Year 8				

Year 9	Earth Systems Big Question: 'Will we ever know enough about earthquakes and volcanoes to live safely?'	Human Interactions Big Question: 'Is the Earth running out of natural resources?'	Superpowers Big Question: 'Do superpowers rule the world?'
	<ul style="list-style-type: none"> Engaging topic of study with 'wow' factor. Challenging academic subject specific vocabulary and developing GIS skills. Cross-curricular links to science: e.g. forces/earth processes. Topic title aimed to challenge student thinking of the age of the Earth 'deep time' and question perceptions. Opportunities associated with tectonic activity. (E.g. Geothermal energy as an alternative to fos. fuels) Threshold concept: convection currents. 'The Earth's crust moves constantly'. Our planet is dynamic e.g. climate flux/slab pull, ridge push. Link to human environment – multi-hazard events. E.g. Earthquakes – Japan vs. Haiti. (nuclear risk v disease risk) (global v local) (Long term v Short term) Core theme at KS4 to embed foundation knowledge. Extended knowledge associated with disease and climate change at KS5. (Antarctica shifts south, changing ocean currents, altering climates) <p>Core specialised concepts/themes:</p> <ol style="list-style-type: none"> Sustainability Spatial scales Temporal Scales Risk Causality Mitigation Adaptation Threshold Resilience Systems Feedback 	<ul style="list-style-type: none"> 'SUSTAINABILITY' – considering the bigger picture (THE FUTURE) Builds on conceptual thinking of four spheres, which is key threshold knowledge for interconnected earth system thinking. (Lithosphere, biosphere, atmosphere, hydrosphere) Challenging thinking with broader themes connected to KS5 – Earth's Life Support Systems (Water & Carbon) Cross-curricular with science. Later KS3 topic due to need to establish climate, landscape and earth systems previously. What happens when you disrupt these systems? Temporal element of topic – deep time concept. Understanding that many of our resources are not replaceable. (Human lifetime) Fieldwork connected to school community and local landscape – Environmental geography. Sustainability. – Developing global citizens. Causes, consequences and responses. (recurrent theme throughout KS3/4) – causality, mitigation, adaptation. <p>Core specialised concepts/themes:</p> <ol style="list-style-type: none"> Sustainability Spatial scales Temporal Scales Risk Causality Mitigation Adaptation Inequality Globalisation Threshold Resilience 	<ul style="list-style-type: none"> End of KS3. Options choices made. Contemporary historical links to history. Engaging. 'Geopolitics'. – Challenging viewpoints. Topic is synoptic in nature looking at multiple dynamic countries – therefore challenging. E.g. changing relationship with intl. allies. Links back to UK in Y7 – Topic 3, and its changing place within the role. Is the UK still globally significant – contemporary & controversial China – Y7 – Topic 3. Links with Asia – "the new silk road" – power through economic relationships and trading (TNC's) Russia – A prisoner of geography. Why does Russia need access to the black sea? The interdependent relationships between human and physical geography. (This topic goes all the way back to beginning showing how much progress students have made) – Isolated elements to a global set of processes and interactions. Contentious geography - challenging student thinking e.g. Trump!! <p>Core specialised concepts/themes:</p> <ol style="list-style-type: none"> Sustainability Spatial scales Temporal Scales Risk Causality Mitigation Adaptation Inequality Globalisation Threshold Resilience

What are the specialised concepts in geography that we have extracted from the A-level curriculum (reverse engineering) and embedded into KS3?

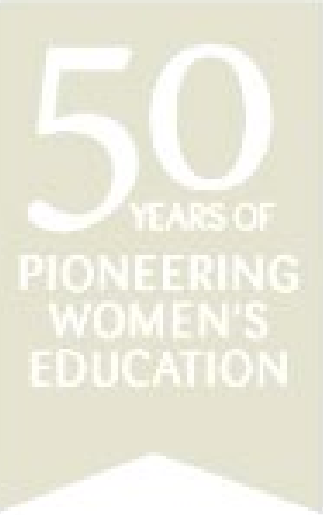
- Causality** – The idea that everything has been caused by something and the connection between that cause and the consequent effect.
- Systems** – A group of interconnected parts that often work together to form a process; for example, an ecosystem. (closed/open systems).
- Equilibrium – This is a state of balance within a system. At the point of equilibrium, inputs are equal to outputs; for example, mass balance in glacial systems.
- Feedback**- Feedback is the response to a change within a system. Feedback can either be positive or negative. Positive feedback pushes the system further away from the equilibrium. Negative feedback brings the system back towards the equilibrium. For example, as climate changes increases temp. of the Earth, ice will continue to melt. As the ice melts, it reveals the earth or sea beneath it which has a low albedo. This means it absorbs more of the sun's energy and heat than it reflect which in turn melts more ice This is an example of a positive feedback loop as the system is moving away from equilibrium.
- Inequality** – When resources and wealth are not evenly distributed across the world and within countries, making some areas more vulnerable than others.
- Representation** – The way the world and the meaning of the world are presented by individuals, groups or media. Our representation can be influenced by many factors eg. Age, location and ethnicity.
- Identity** – The way of describing and understand self. This is important as many aspects of place are shaped by identity and also shape people's identity.
- Globalisation** – Refers to the interconnections between people, places and economies due to increase trade, technologies and interchanging of cultures.
- Interdependence** – Refers to the links and connections between two or more countries or regions of the world to the extent they become dependent on one and other.
- Sustainability** – This means meeting the needs of today without comprising the needs of tomorrow. It is a very important concept within geography and is increasingly relevant today as the world's population continues to grow. This concept has a social, economic and environmental element to it.
- Mitigation** – This means reducing the effects of a disaster (human or man made). For example, constructing strong, earthquake resistant buildings or zoning land use based on hazard risk.
- Adaptation** – This means changing ways of living to cope with the effects of a problem but may not actually address the cause of the problem. For example, changing farming practices as climate changes.
- Risk** – This is the likelihood of a negative consequence occurring due to a particular event. This could range from economic risk or technological risk from a natural hazard. Risk is calculated through an understanding of the likelihood of an event occurring and the scale of the event's effects.
- Resilience** – The ability for a system or a community to return to normal after a traumatic event. This can refer to an ecosystem's resilience to a flood or the resilience of a community facing natural or political turmoil.
- Threshold** – The topping point which it is difficult to recover from once reached and where significant detriment will occur, for example, the maximum level of disruption that a population can withstand before damage cannot be repaired (resilience threshold).

- **Spatial** – The geographic location at varying scales. This ranges from global to regional to national to local.
- **Temporal** – The concept of time at various timescales. For example, short term and long term.

2023-24:

Year 7:

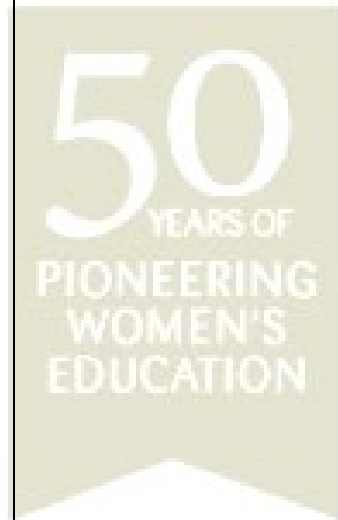
Topic	Lesson Titles	Objectives	Time
Topic 1: What is my Favourite Place?	<ol style="list-style-type: none"> 1. What are the different branches of geography? 2. What is the geography of my favourite place? 	<ol style="list-style-type: none"> 1. To effectively explore and describe what human, physical and environmental geography means. 2. To research (describe) the geography of your chosen favourite place. Through this computer file, students will create a fact file. To make connections (explain) through human, physical and environmental geography. 	<ol style="list-style-type: none"> 1. Week 1 (Autumn 1) 2. Week 2 (Autumn 1)
Topic 2: How does Ice Shape the World?	<ol style="list-style-type: none"> 1. Where, how and why do glaciers form? 2. How do glaciers change landscapes? 3. How do glaciers affect our lives? 4. Antarctica Assessment 1 5. How do we investigate how glaciers are changing? 6. Antarctica Assessment 1 Feedback 7. Where is Antarctica and what makes it a distinctive landscape? 8. What is the climate of Antarctica? 9. How have animals adapted to survive in Antarctica? 10. How sustainable are the development plans of stakeholders in Antarctica? + Plan 	<ol style="list-style-type: none"> 1. To investigate the distribution of glaciers and why they form. 2. To investigate the role of erosion, transportation and deposition in the formation of glacial landscapes 3. To investigate the ways in which glaciers affect us and explore their importance (eg. socially and economically). 4. To assess the learning from the first 3 lessons of the Antarctica topic 5. To investigate the ways in which glaciologists can explore how glaciers and ice sheets around the world are changing. 6. To explore the feedback from Antarctica Assessment 1. 	<ol style="list-style-type: none"> 1. Week 3 (Autumn 1) 2. Week 4 (Autumn 1) 3. Week 5 (Autumn 1) 4. Week 6 (Autumn 1) 5. Week 7 (Autumn 1) 6. Week 1 (Autumn 2) 7. Week 2 (Autumn 2) 8. Week 3 (Autumn 2) 9. Week 4 (Autumn 2) 10. Week 5 (Autumn 2) 11. Week 6 (Autumn 2) 12. Week 7 (Autumn 2) 13. Week 1 (Spring 1)

<p style="text-align: center; font-size: 2em; color: #8080ff; opacity: 0.5;">mulberry</p> <p style="text-align: center; font-size: 1.5em; color: #8080ff; opacity: 0.5;">School for Girls</p>	<ol style="list-style-type: none"> 11. Antarctica Assessment 2: DME: How should Antarctica be developed? (Write up) 12. What is the future of Antarctica? 13. Antarctica Assessment 2 Feedback 	<ol style="list-style-type: none"> 7. To investigate the key human and physical features of Antarctica's landscape. 8. To use a climate graph to describe the climate of Antarctica. To also understand how to construct a climate graph. To describe what a climate graph shows. 9. To investigate how animals adapt to the harsh climate of Antarctica. To also know what the concept of adaptation means. 10. Evaluating how sustainable various development options are in Antarctica. To know the concepts of sustainability and evaluation. To plan for assessment write up. 11. To assess key knowledge and writing skills through the assessment. 12. Investigate how many species in Antarctica face extinction due to rapid climate change and overhunting. 13. To Investigate the strengths and improvements around our Antarctica Development plan assessment. 	
<p>Topic 3: What is the future of the Earth's Climate</p>	<ol style="list-style-type: none"> 1. What is the difference between weather and climate? 2. Why does it rain? 3. What factors affect UK Weather? 4. Climate Assessment 1 5. Part 1: What wild weather is in the UK? – Low pressure systems 6. Climate Assessment Feedback 1 	<ol style="list-style-type: none"> 1. To investigate the concepts of weather and climate through definitions and scenarios. 2. To describe how frontal, relief and frontal rainfall works. 3. To understand how atmospheric pressure and air masses affect the weather. To describe how low and high pressure works. 	<ol style="list-style-type: none"> 1. Week 2 (Spring 1) 2. Week 3 (Spring 1) 3. Week 4 (Spring 1) 4. Week 5 (Spring 1) 5. Week 1 (Spring 2) 6. Week 2 (Spring 2) 7. Week 3 (Spring 2) 8. Week 4 (Spring 2) 9. Week 5 (Spring 2)

7. Part 2: What wild weather is in the UK? – High pressure systems
8. Why is the climate changing?
9. Climate Assessment 2 – What is the future for our Planet?
10. How does a changing climate affect the UK and world?
11. Climate Assessment 2 feedback
12. How can we mitigate and adapt to climate change?

4. To assess the key knowledge and skills from the first 1-4 lessons.
5. To describe/understand the causes, consequences and responses of a low pressure system event in the UK.
6. To explore the key knowledge and gaps from the assessment.
7. To describe/understand the causes, consequences and responses of a high pressure system event in the UK.
8. To explore the human and natural causes of climate change within the UK.
9. To assess the key knowledge and skills from this topic.
10. To describe and explain the social, economic and environmental impacts from climate change within the UK. To describe and explain the social, economic and environmental impacts from climate change around the world (located examples – 3 or 4 countries). Students should be able to recall these countries.
11. To explore the key knowledge gaps and misconceptions from the previous assessment.
12. To describe the concepts of adaptation and mitigation. To also describe and explain how climate change and mitigation strategies work (3-4 examples).

10. Week 6 (Spring 2)
11. Week 1 (Summer 1)
12. Week 2 (Summer 1)



Topic 4: What is distinctive about the UK?

1. What is the physical geography of the UK?

1. To describe the physical geography of the UK through map

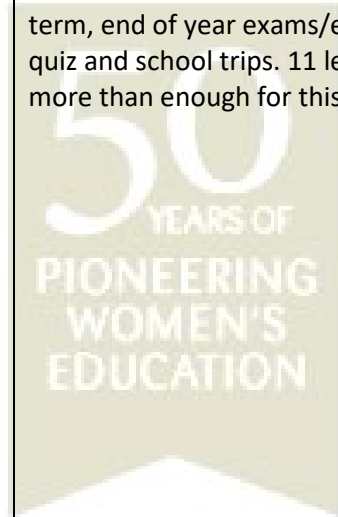
1. Week 3 (Summer 1)
2. Week 4 (Summer 1)
3. Week 5 (Summer 1)

2. What is the current climate of the UK like?
3. Is the UK weather becoming more extreme?
4. UK Assessment 1
5. What is the human geography of the UK?
6. UK Assessment 1 Feedback
7. How has urbanisation impacted London, England?
8. How is international migration influencing cultures within the UK?
9. How is the UK's economic structure changing?
10. UK Assessment 2
11. UK Assessment 2 Feedback

- skills. To describe the upland and lowland areas within the UK.
2. To describe the climate of the UK through climate graphs (temperature and rainfalls). To construct a climate graph.
 3. To explore climatic data to effectively describe what the UK extreme weather trends are. To conclude towards the question.
 4. To assess the knowledge and skills from the first 3 lessons.
 5. To describe and explain the human geography of the UK through looking at Census 2021.
 6. To explore the gaps and knowledge misconceptions through assessment feedback.
 7. To describe the concept of urbanisation and explore how it has impacted London socially, economically and environmentally.
 8. To explore the concept of migration and how it has culturally impacted the UK (London and one other contrasting location).
 9. To explore the key concepts around economic sectors eg. Primary, secondary, tertiary and quaternary.
 10. To assess the key knowledge and skills 5-9.
 11. To explore the key skills and knowledge gaps from the assessment.

4. Week 6 (Summer 1)
5. Week 1 (Summer 2)
6. Week 2 (Summer 2)
7. Week 3 (Summer 2)
8. Week 4 (Summer 2)
9. Week 5 (Summer 2)
10. Week 6 (Summer 2)
11. Week 7 (Summer 2)

Anticipate some lessons to be missed/sapre due to extracurricular activities within the school over this term, end of year exams/end of year quiz and school trips. 11 lessons is more than enough for this term's topic.



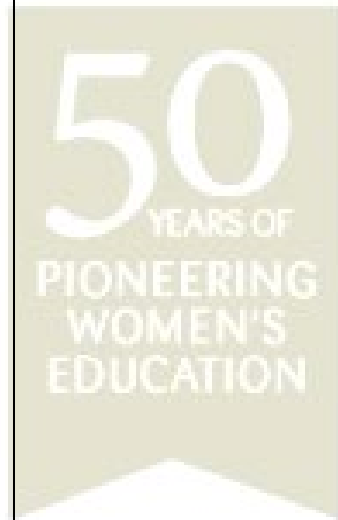
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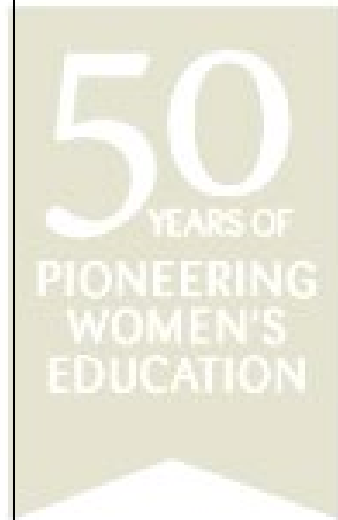
Topic	Lesson Titles	Objectives	Time
<p>Topic 1: How is Asia being transformed?</p>	<ol style="list-style-type: none"> 1. What is the geography of Asia? 2. How does life adapt to the mountain biome? 3. How does precipitation affect lives in Asia? 4. How is Asia's hydrosphere changing? 5. How is Asia's demographic changing? 6. How to live to 100 years old? (Documentary) 7. Asia Assessment 1 8. Where is the Middle East and what is its physical geography like? 9. Asia Assessment 1 Feedback Lesson 10. Why is the Middle East a major economic region of the world? 11. How severe are water issues within the Middle East? 12. How has the silk road shaped Central Asia's role in trade? 13. How has Kazakhstan developed its economy? 14. What is ecotourism in Borneo? 15. How does geography make Thailand a popular tourist destination? 16. Asia Assessment 2 17. What is Bangladesh's role in the global textile industry? 18. How is South Korea using culture to build soft power? 19. Asia Assessment 2 Feedback 	<ol style="list-style-type: none"> 1. To use geographical skills to describe the political, physical and human geography of Asia. 2. Explain the adaptations of one plant and one animal to the mountain biome. Explain the positives and negatives of human interactions with the mountain biome 3. Explain the formation of a monsoon climate. Explain the positives and negatives of a monsoon climate. 4. Describe and explain levels of water security across China. Evaluate a solution to water shortage in China 5. Describe the population distribution of Asia. Explain why governments have chosen to control population changes across Asia. 6. To explore a region within Japan that has the secrets to living to above average life expectancies. 7. To explore key concepts and knowledge from the first section of the topic. Assessment 8. To explore the location of the Middle East. To investigate the physical geography of the Middle East. To explore the challenges that the Middle East's physical geography presents. 9. Asia Assessment Feedback – Correct whole class/individual 	<ol style="list-style-type: none"> 1. Week 1 (Autumn 1) 2. Week 1 (Autumn 1) 3. Week 2 (Autumn 1) 4. Week 2 (Autumn 1) 5. Week 3 (Autumn 1) 6. Week 3 (Autumn 1) 7. Week 4 (Autumn 1) 8. Week 4 (Autumn 1) 9. Week 5 (Autumn 1) 10. Week 5 (Autumn 1) 11. Week 6 (Autumn 1) 12. Week 6 (Autumn 1) 13. Week 7 (Autumn 1) 14. Week 7 (Autumn 1) 15. Week 1 (Autumn 2) 16. Week 1 (Autumn 2) 17. Week 2 (Autumn 2) 18. Week 2 (Autumn 2) 19. Week 3 (Autumn 2) 20. Week 3 (Autumn 2) 21. Week 4 (Autumn 2) 22. Week 4 (Autumn 2) 23. Week 5 (Autumn 2) 24. Week 5 (Autumn 2) <p>Anticipate some lessons to be missed/spare due to extracurricular activities within the school over this term/end of term quiz/revision lessons. 24 lessons is more than enough for this term's topic.</p>

20. What challenges does Tokyo face as a megacity?
21. How sustainable is Tokyo as a megacity?
22. What social and economic influences does the continent of Asia have on the city of London?
23. What does the future of Asia look like?
24. How is Asia being transformed?

- errors. Apply feedback to new questions.
10. To explore the distribution of natural resources within the Middle East eg. Oil. To explore how the natural resources make the Middle East a major economic region.
 11. To investigate water scarcity issues within the Middle East. To explore whether desalination plants are the solution to water related issues.
 12. To describe what the silk road is and what its purpose was/is. To explore how it has impacted Central Asia's trade and development subsequently.
 13. To describe the location of Kazakhstan and explore its development level. To explore why this country is significant for central Asia/Asia overall.
 14. To explore the concept of ecotourism and the 3 branches of sustainability. To explore the sustainability of ecotourism within Borneo. What are the problems with replicating this strategy around the world? (Explain).
 15. What is the concept of contemporary tourism (describe). Describe the location of Thailand and explain the significance of tourism for Thailand.
 16. To assess key knowledge and skills from the Asia topic.

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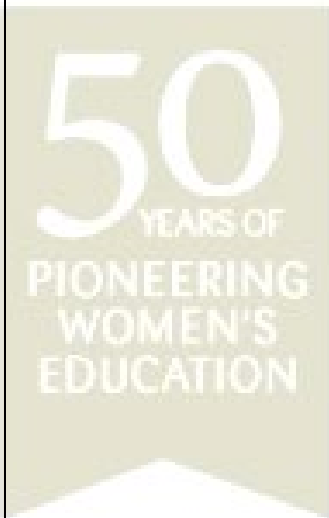


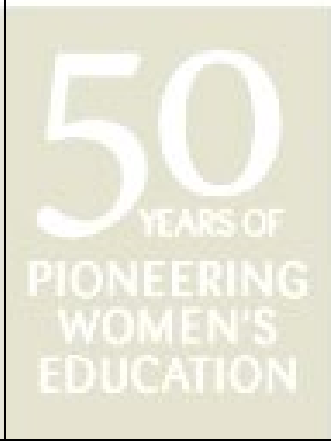
		<ol style="list-style-type: none"> 17. To describe the location of Bangladesh. To explore the national, regional and global significance of Bangladesh's contribution towards the textile industry. 18. To describe the concept of soft power. To describe the location of South Korea. To explain how the culture within South Korea is creating a sense of soft power around the world. 19. To explore the key knowledge gaps and skills from the Asia assessment. 20. To describe the concept of megacity. To explain the social, economic and environmental challenges of megacities within Tokyo, Japan. 21. To explore the strategies that make Tokyo a sustainable city socially, economically and environmentally. 22. To explore the interconnections between the city of London and the continent of Asia. 23. To explore the social, economic and environmental projections of Asia in time periods such as 2040/2050. 24. To answer the topic title with all the themes across the topic. 	
<p>Topic 2: How has Africa's past shaped its present?</p>	<ol style="list-style-type: none"> 1. Is Africa like the movies? 2. What is the physical landscape of Africa? 3. What is the pattern of climate and biomes in Africa? 	<ol style="list-style-type: none"> 1. To explore the representations of Africa through different sources. To explore the concept of stereotypes and understand the importance of this concept. 	<ol style="list-style-type: none"> 1. Week 1 (Spring 1) 2. Week 1 (Spring 1) 3. Week 2 (Spring 1) 4. Week 2 (Spring 1) 5. Week 3 (Spring 1)

	<ol style="list-style-type: none"> 4. Is there a future for the Sahel? 5. How has Africa's past shaped its present? 6. How can we measure the development of Africa? 7. Does China want to help develop Africa? 8. Africa Assessment 1 9. How does Ghana's education system have an impact on its people? 10. Africa Assessment 1 Feedback 11. How is tourism closing Kenya's development gap? 12. Why do people visit Morocco? 13. How do people interact with Morocco's physical landscape? 14. Why is the resource cobalt so important? 15. What is Nigeria like? 16. Does Nigeria have a population problem? 17. Africa Assessment 2 18. Is business booming in Nigeria? 19. Assessment feedback 2 20. How sustainable is Lagos? 21. How do African diaspora around the world influencing global culture? 	<ol style="list-style-type: none"> 2. To describe the physical geography (natural) of Africa. Introduce key skills around calculating longitude and latitude coordinates in order to pin point physical geography places of interest. 3. To investigate the relationship between climate and biomes in Africa. To explore the concept of climate and biomes. To describe the biome distribution around Africa. To explain using pressure systems of why this distribution exists. 4. To investigate the causes, consequences and responses to the Sahel desertification issues. 5. To explore the effects of European colonialism in Africa from the 15th to the 20th centuries. 6. To understand what development is and the different ways to measure development. To understand the concept of HDI (Human Development Index). 7. To describe the influence China is having on the continent of Africa. To explain the social, economic and environmental impacts of this influence on selected countries within Africa (Eg. Ethiopia). 8. To explore the key knowledge and skills of the first 7 lessons through an assessment. 9. To describe Ghana's education levels in a primary and secondary 	<ol style="list-style-type: none"> 6. Week 3 (Spring 1) 7. Week 4 (Spring 1) 8. Week 4 (Spring 1) 9. Week 5 (Spring 1) 10. Week 5 (Spring 1) 11. Week 1 (Spring 2) 12. Week 1 (Spring 2) 13. Week 2 (Spring 2) 14. Week 2 (Spring 2) 15. Week 3 (Spring 2) 16. Week 3 (Spring 2) 17. Week 4 (Spring 2) 18. Week 4 (Spring 2) 19. Week 5 (Spring 2) 20. Week 5 (Spring 2) 21. Week 6 (Spring 2) <p>Anticipate some lessons to be missed/spare due to extracurricular activities within the school over this term/end of term quiz/revision lessons. 21 lessons is more than enough for this term's topic.</p>
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context in order to highlight the impact it is having socially and economically.

10. To explore the key knowledge gaps and misconceptions from the Africa Assessment 1.
11. To describe the context of tourism within Kenya and how it is socially, economically and environmentally impacting its development level. How is tourism also closing its developing gap?
12. To describe the location and significance of Morocco nationally and internationally.
13. To describe the human and physical connections within Morocco. Why are these connections so significant for the population of Morocco?
14. To describe why cobalt is so crucial for our population (globally). Where is cobalt used around the world? How is cobalt demand impacting different regions of Africa socially, economically and environmentally.
15. To describe the location of Nigeria. To explore its human and physical opportunities and challenges (using themes from other parts of the topic eg. Tourism, desertification). For students to effectively describe the challenges and opportunities that Nigeria have.





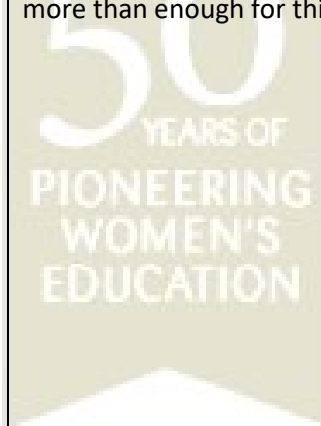
		<ol style="list-style-type: none"> 16. To explore the social, economic and environmental issues of Nigeria's population boom including its projected figures in the future. 17. To assess the knowledge and skills of the Africa topic. 18. To explore the different economic sectors and how it is changing and influencing Nigeria's development levels. 19. To explore the key knowledge gaps and skills from the Africa assessment. 20. To describe the 3 branches of sustainability and explain how Lagos does with each of those branches. 21. To introduce the concept of Diaspora. To explore African diaspora's and how this is impacting nations around the world with a great emphasis on the UK. 	
<p>Topic 3: What happens when land and water meet?</p>	<ol style="list-style-type: none"> 1. What shapes our coastal landscape? 2. What landforms are created by erosion? 3. How does transportation change the coastline? 4. How does deposition change the coastline? 5. How do we stop the coastline from disappearing? 6. How is life changing on the Holderness coast? 7. Coasts Assessment 1 8. How does rain make a river? 	<ol style="list-style-type: none"> 1. Explain how sub-aerial erosion (weathering) shapes cliffs. Describe the four different types of coastal erosion 2. Identify a range of erosional features. Explain how each feature has formed and how it will change over time. These landforms include caves, arches, stacks and stumps. 3. Identify the key features of waves Compare the types of waves that shape our coastline. Explain the process of Longshore Drift 	<ol style="list-style-type: none"> 1. Week 1 (Summer 1) 2. Week 1 (Summer 1) 3. Week 2 (Summer 1) 4. Week 2 (Summer 1) 5. Week 3 (Summer 1) 6. Week 3 (Summer 1) 7. Week 4 (Summer 1) 8. Week 4 (Summer 1) 9. Week 5 (Summer 1) 10. Week 5 (Summer 1) 11. Week 6 (Summer 1) 12. Week 6 (Summer 1) 13. Week 1 (Summer 2) 14. Week 1 (Summer 2)


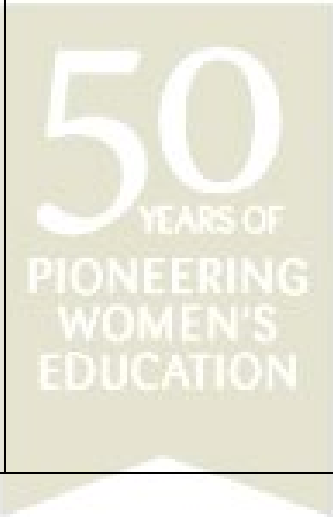
9. Coasts Assessment 1 Feedback
10. What work do rivers do?
11. How do rivers change from source to mouth?
12. How are waterfalls created from the work of rivers?
13. How are meanders created from the work of rivers?
14. How are floodplains and levees created from the work of rivers?
15. Rivers Assessment 1
16. Are rivers a help or a hindrance?
17. What are floods and how do they happen?
18. How can rivers be managed?
19. River Investigation – What does a scientific investigation look like?
20. River Investigation – How can we collect data virtually for assessing flood risk?
21. Rivers Assessment 1 Feedback
22. What happens when land and water meet?

4. Describe and explain the geomorphic processes responsible for the formation of spits
5. Identify the different forms of coastal management. Examine the costs and benefits of different management techniques
6. To describe how people are affected by coastal processes and Evaluate the best management technique/s for the future of Mappleton
7. To assess the key knowledge and skills from the coasts half of the topic.
8. To describe what the water cycle is and understand how the water cycle contributes to the formation of rivers.
9. To explore the knowledge gaps and skills of the coasts assessment.
10. To explore the 3 main geomorphic processes that shape river landscapes (erosion, transportation and deposition).
11. To explore the changes of a river through an in depth analysis of the 3 courses of the River Severn.
12. To use the knowledge around erosion to explain how waterfalls and gorges form.
13. To use the knowledge around erosion and deposition to explain how meanders form.
14. To use the knowledge around deposition to explain how floodplains and levees form.

15. Week 2 (Summer 2)
16. Week 2 (Summer 2)
17. Week 3 (Summer 2)
18. Week 3 (Summer 2)
19. Week 4 (Summer 2)
20. Week 4 (Summer 2)
21. Week 5 (Summer 2)
22. Week 5 (Summer 2)

Anticipate some lessons to be missed/spare due to extracurricular activities within the school over this term, end of year exams/end of year quiz and school trips. 21 lessons is more than enough for this term's topic.



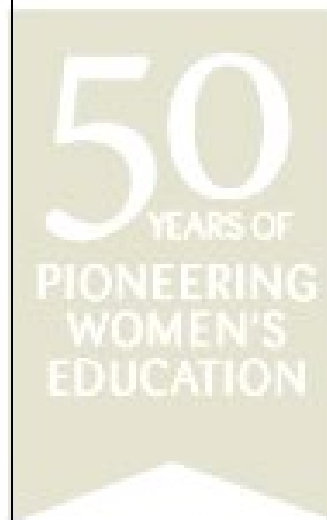
		<ol style="list-style-type: none"> 15. To explore the key knowledge and skills of the rivers topic through an assessment. 16. To investigate the challenges and opportunities rivers present us. 17. To explore the causes behind river flooding. 18. To explore the hard and soft engineering strategies within river landscapes. To evaluate these methods. 19. To understand the importance of fieldwork methods when investigating flood risk in a local area (describe, explain and evaluate). 20. To explore secondary research as a way of understanding flood risk in a local area. 21. To explore the key knowledge gap and skills from the rivers assessment. 22. To explore all the themes of this topic in order to answer the topic title. 	
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Year 9:

Topic	Lesson Titles	Objectives	Time
Topic 1: Will we ever know enough about earthquakes and volcanoes to live safely?	<ol style="list-style-type: none"> 1. Do continents fit together like jigsaw pieces? 2. What's happening beneath our feet? 3. How do we map tectonic activity? 4. What happens at plate boundaries? 5. Journey to the centre of the planet (DVD) 6. Where and why do earthquakes happen? 	<ol style="list-style-type: none"> 1. To investigate the super continent and explore Wegener's theory of continental drift. 2. To investigate the processes that move our crust (convection currents). 3. To investigate the distribution of earthquakes and volcanoes. 	<ol style="list-style-type: none"> 1. Week 1 (Autumn 1) 2. Week 1 (Autumn 1) 3. Week 2 (Autumn 1) 4. Week 2 (Autumn 1) 5. Week 3 (Autumn 1) 6. Week 3 (Autumn 1) 7. Week 4 (Autumn 1) 8. Week 4 (Autumn 1) 9. Week 5 (Autumn 1)

	<p>7. Tectonics Assessment 1</p> <p>8. What is the human and physical geography of Haiti like?</p> <p>9. Tectonics Assessment 1 Feedback</p> <p>10. What were the causes, consequences and responses to the 2010 Haiti Earthquake?</p> <p>11. Why was the Haiti earthquake so devastating?</p> <p>12. What do we know about volcanoes?</p> <p>13. How were the islands of Hawaii formed?</p> <p>14. What were the consequences and responses of the 2018 Kilauea eruption look like? (DVD)</p> <p>15. How devastating was the 2018 Kilauea eruption?</p> <p>16. What were the causes, consequences and responses of the Eyjafjallajokull (Iceland) eruption?</p> <p>17. Can people manage risk living near volcanoes (Iceland)?</p> <p>18. How are Iceland's renewable energy efforts going? (DVD)</p> <p>19. Tectonics Assessment 2 preparation 1</p> <p>20. Tectonics Assessment 2 (write up)</p> <p>21. Tectonics Assessment 2 Feedback</p> <p>22. What are the mitigation strategies with managing earthquakes and tsunamis?</p> <p>23. What are the mitigation strategies with managing volcanic activities?</p> <p>24. How can GIS be used to map out future risk from tectonic hazards?</p>	<p>4. To describe the constructive, destructive, conservative and collision plate boundaries (what happens on each plate boundary).</p> <p>5. To explore the Journey to the centre of the planet DVD. This DVD will explore different regions around the world by looking at different types of plate boundaries.</p> <p>6. To investigate what an earthquake is and how earthquakes can be more devastating than others.</p> <p>7. To explore the key knowledge and skills from the first 6 lessons of this Tectonics topic.</p> <p>8. To investigate the human and physical geography factors of Haiti.</p> <p>9. To explore the key knowledge gaps and skills from the tectonics assessment.</p> <p>10. To investigate the 2010 Haiti earthquake (causes, consequences and responses).</p> <p>11. To investigate the human and physical factors that made the Haiti earthquake even more devastating.</p> <p>12. To investigate the features and characteristics of two types of volcanoes.</p> <p>13. To investigate the formation of Hawaii through understanding what volcanic hotspots are.</p> <p>14. To investigate the 2018 Kilauea volcanic eruption in Hawaii</p>	<p>10. Week 5 (Autumn 1)</p> <p>11. Week 6 (Autumn 1)</p> <p>12. Week 6 (Autumn 1)</p> <p>13. Week 7 (Autumn 1)</p> <p>14. Week 7 (Autumn 1)</p> <p>15. Week 1 (Autumn 2)</p> <p>16. Week 1 (Autumn 2)</p> <p>17. Week 2 (Autumn 2)</p> <p>18. Week 2 (Autumn 2)</p> <p>19. Week 3 (Autumn 2)</p> <p>20. Week 3 (Autumn 2)</p> <p>21. Week 4 (Autumn 2)</p> <p>22. Week 4 (Autumn 2)</p> <p>23. Week 5 (Autumn 2)</p> <p>24. Week 5 (Autumn 2)</p> <p>Anticipate some lessons to be missed/spare due to extra curricular activities going on around the school/trips/revision/end of term quiz. This is why it stops at week 5. 24 lessons is enough for this term's topic.</p>
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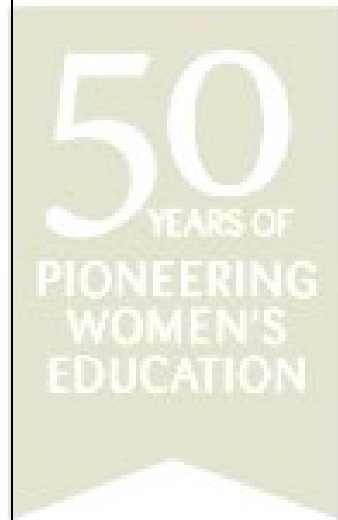
- (consequences and responses) through the DVD.
15. To investigate the 2018 Kilauea volcanic eruption in Hawaii (causes, consequences and responses) through the DVD from last year. To come to a judgement of why it is most devastating.
 16. To explore the causes, consequences and responses to the Iceland Eruption of 2010.
 17. To investigate the advantages of living near volcanoes. To explore how we can prepare and manage for volcanic eruptions.
 18. To investigate how Iceland's location favours high levels of renewable energy within their country.
 19. To explore the requirements of the assessment (knowledge and skills wise). Introduce source analysis and describe specialised concepts such as short term, long term, sustainability, local, national, global and regional.
 20. To explore the key knowledge and skills from this topic.
 21. To explore the key skills and knowledge gaps from the Tectonics 2 assessment.
 22. To describe and explain the adaptation and mitigation strategies for earthquakes and tsunamis.
 23. To describe and explain the adaptation and mitigation strategies for volcanoes.

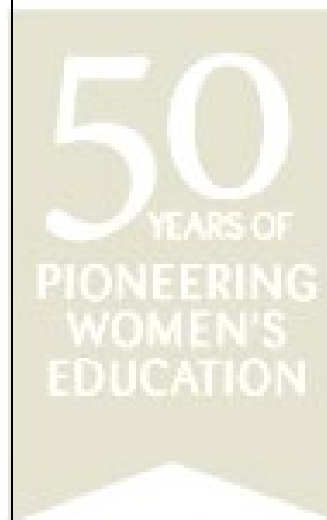


		<p>24. To introduce GIS and the relevance of it for society. To explain why GIS is important for mapping out future risk from disasters.</p>	
<p>Topic 2: Is the Earth running out of natural resources?</p>	<ol style="list-style-type: none"> 1. How do we use our planet as a natural resource? 2. How are key natural resources distributed around the world? 3. Why is the world so dependent on oil resources? 4. How has oil created a global network? 5. Should people be allowed to drill for oil in the Arctic? 6. Natural Resources Assessment 1 7. How is the world connected through recycled materials? 8. Natural Resources Assessment 1 Feedback 9. Why are diamonds and rare earths important? 10. What natural resources can be used to generate power? 11. Why are soils the root of life? 12. What are the causes and consequences of deforestation? 13. How can the biosphere be sustainably managed? 14. What happens when we run out of water in South Africa? 15. What are the causes, consequences and responses to California's (USA) water crisis? 16. How can the hydrosphere be sustainably managed? 17. Natural Resources Assessment 2 18. What personal changes can we make to protect our natural resources? 	<ol style="list-style-type: none"> 1. To investigate what a natural resource is and where we get it from. To describe concepts such as biosphere, lithosphere, atmosphere and hydrosphere. To explain the connections between these spheres. 2. To investigate the distribution of natural resources around the world. To effectively describe within distribution questions. To work on locational knowledge through map skills. 3. To investigate how the world is so dependent on oil through an in depth look at supply and demand. 4. To investigate the trade of oil on a global scale. 5. To investigate the oil debate (agree/disagree) within the Arctic. 6. To explore the key knowledge and skills of the first half of the topic through an assessment. 7. To explore the movement of scrap metal between locations as part of a global system of trade in recyclable materials. Students will examine other articles about recycling of Christmas tree lights in China to explore a particular 	<ol style="list-style-type: none"> 1. Week 1 (Spring 1) 2. Week 1 (Spring 1) 3. Week 2 (Spring 1) 4. Week 2 (Spring 1) 5. Week 3 (Spring 1) 6. Week 3 (Spring 1) 7. Week 4 (Spring 1) 8. Week 4 (Spring 1) 9. Week 5 (Spring 1) 10. Week 5 (Spring 1) 11. Week 1 (Spring 2) 12. Week 1 (Spring 2) 13. Week 2 (Spring 2) 14. Week 2 (Spring 2) 15. Week 3 (Spring 2) 16. Week 3 (Spring 2) 17. Week 4 (Spring 2) 18. Week 4 (Spring 2) 19. Week 5 (Spring 2) 20. Week 5 (Spring 2) 21. Week 6 (Spring 2) 22. Week 6 (Spring 2) <p>Anticipate some lessons to be spare/missed due to extra curricular/trips/end of term quiz/revision lessons. 21 lessons is more than enough for this term's topic.</p>

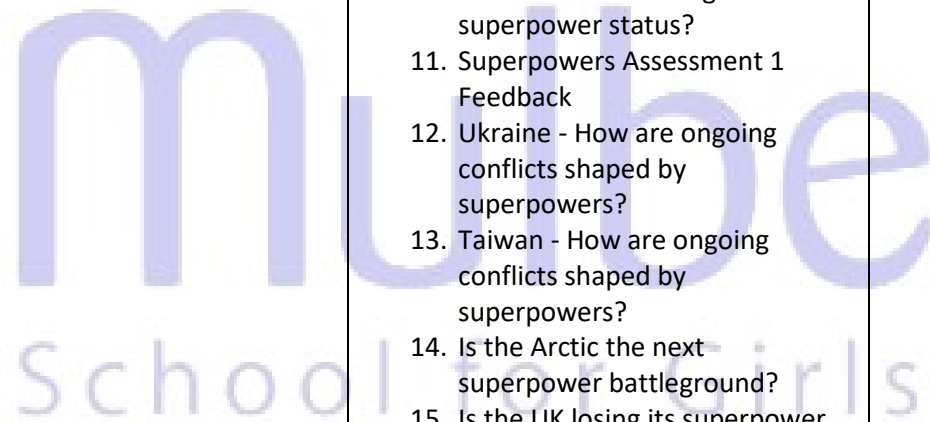
19. Natural Resources Assessment 2
Feedback
20. How can we make our school more sustainable? (part 1)
21. How can we make our school more sustainable? (part 2)
22. Is the Earth running out of Natural Resources?

- element of the global recycling trade.
8. To explore the feedback from the first assessment of this topic.
 9. To explore issues related to diamonds and rare earths. Describe the issues relating to their extraction and global trade. Exploring the global production change for diamonds and the various actors that are involved in creating high end jewellery.
 10. To explore the non renewable and renewable energy sources (describe and evaluate each source).
 11. To discover how and why soil is such a vital natural resource.
 12. To explore the human causes behind deforestation. To explore the social, economic and environmental consequences of deforestation.
 13. To explore the concept of sustainability (socially, economically and environmentally). To explore the strategies that can manage the biosphere sustainably.
 14. To explore the causes, consequences behind running out of water in regions such as South Africa. To explain how they are trying to reduce water consumption ever year.
 15. To investigate the causes behind the water crisis in California. To explore the social, economic and environmental consequences of

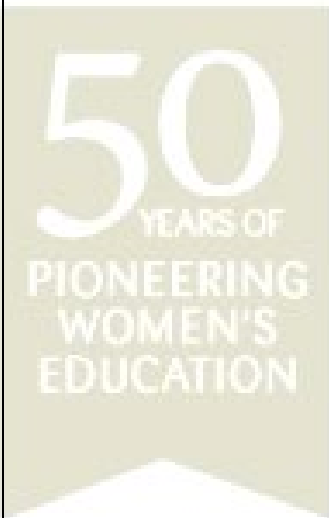


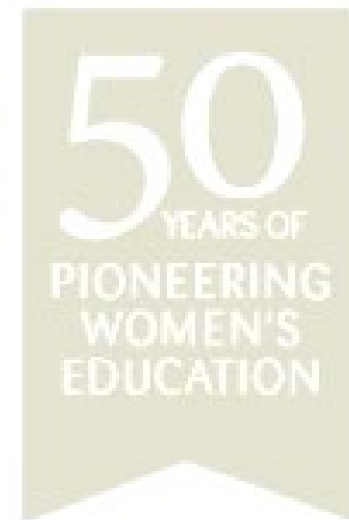


		<p>the water crisis. To explore the solutions to the water crisis.</p> <ol style="list-style-type: none"> 16. To explore the local, national and international strategies that can sustainably manage the hydrosphere. 17. To explore the key knowledge and skills of this topic through an assessment. 18. To explore our own lifestyle choices and evaluate our sustainability score. To propose the changes that we can make as an individual in order to become more sustainable. 19. To explore the feedback from second assessment of this topic. 20. To explore the 3 branches of sustainability (social, economic and environmental) and explore how Mulberry does with these branches. 21. To explore how Mulberry school can become more socially, economically and environmentally sustainable. 22. To use all the themes of this topic to answer the overarching big question of this topic. 	
<p>Topic 3: Do Superpowers rule the world?</p>	<ol style="list-style-type: none"> 1. What is globalisation? 2. How is globalisation influencing the world around us? 3. Was the British Empire the world's first modern superpower? 4. What superpowers have emerged in the 20th century? 	<ol style="list-style-type: none"> 1. To explore the four aspects of globalisation (social, economic, political and cultural). To examine the process of globalisation. 2. To explore the social, economic and environmental influences of globalisation within the world (looking at two regions in particular – Europe and Asia). 	<ol style="list-style-type: none"> 1. Week 1 (Summer 1) 2. Week 1 (Summer 1) 3. Week 2 (Summer 1) 4. Week 2 (Summer 1) 5. Week 3 (Summer 1) 6. Week 3 (Summer 1) 7. Week 4 (Summer 1) 8. Week 4 (Summer 1) 9. Week 5 (Summer 1)



12. To explore the context of the Ukraine War and explain the influences behind this through looking at superpowers.
13. To explore the relationships between Taiwan and China as a way of explaining the influence of superpowers within this conflict/region.
14. To explore the human and physical geography of the Arctic and explain why it will be a battleground for superpowers.
15. To explore the human and physical geography of the UK and come to a judgement on whether the UK is losing its superpower status or not.
16. To look at future projections and scenarios and describe why there are the possibility of future superpowers.
17. To plan an answer to a longer style writing around the question "Who is the biggest superpower of modern times?"
18. To assess the key knowledge and skills of the second assessment of this topic.
19. To explore the feedback of the second assessment of this topic.
20. To use all the themes of this topic to answer the overarching big question of this topic.





KS4 Geography Curriculum Overview:

1. Why have we chosen OCR B Geography?

The course is structured through enquiry questions within the topics which allows learners to be engaged in the subject matter and understand how the content is relevant to them. This structure also mirrors our Edexcel A Level specification. Therefore, we thought it only made sense to have a GCSE structure that introduces how A level is at our sixth form. The use of an enquiry approach also ensures learners are discovering something about the nature of geographical knowledge and how the scope of the subject is changed by the questions which are asked. We also liked how the enquiry question is sequenced in an order that was logical which allowed us to plan lessons through the specific sequenced spec points. For example, the spec points for Global Hazards start with learning content such as the Earth's structure with a move towards learning about

plate boundaries. This is logical and is reflective in our planning. Finally, the interconnections between topics and papers is reflective of the A-level course and allows higher level thinking to be established which was another reason behind the choice of this exam board.

2. Course structure and how will students be assessed in their GCSE exams?

Year 10 and 11 teaching plans

GCSE (9–1) in Geography B (Geography for Enquiring Minds) (J384)	
(Component 01) Our Natural World	
35% of the GCSE (9–1) 1 hour 15 minutes Written paper 70 marks*	This question paper has two sections: <ul style="list-style-type: none"> Section A: Questions on all individual topic areas (Global Hazards, Changing Climate, Distinctive Landscapes and Sustaining Ecosystems) Section B: Physical Geography Fieldwork. There will be questions on all topics. Learners answer all questions. A separate Resource Booklet is provided with the question paper. The unit is externally assessed. Marks associated with geographical skills will be assessed within this component. *There will be 3 marks for SPaG included in the marks for this component.
(Component 02) People and Society	
35% of the GCSE (9–1) 1 hour 15 minutes Written paper 70 marks*	This question paper has two sections: <ul style="list-style-type: none"> Section A: Questions on all individual topic areas (Urban Development, UK in the 21st Century and Resource Development) Section B: Human Geography Fieldwork. There will be questions on all topics. Learners answer all questions. A separate Resource Booklet is provided with the question paper. The unit is externally assessed. Marks associated with geographical skills will be assessed within this component. *There will be 3 marks for SPaG included in the marks for this component.
(Component 03) Geographical Exploration	
30% of the GCSE (9–1) 1 hour 30 minutes Written paper 60 marks*	This question paper has a series of questions focusing on synoptic assessment of material from a range of topics across both Our Natural World (01) and People and Society (02) and will feature a decision-making exercise. Learners answer all questions. A separate Resource Booklet is provided with the question paper. The unit is externally assessed. Marks associated with geographical skills will be assessed within this component. *There will be 3 marks for SPaG included in the marks for this component.

*Worth noting that we teach paper 3 skills paper indirectly through paper 1 and 2.

Topic name	When we teach the topic?
Climate Change (Paper 1 Section A – Physical Geography)	Year 10 (Autumn 1)
Global Hazards (Paper 1 Section A – Physical Geography)	Year 10 (Autumn 1 and 2)
Distinctive Landscapes (Paper 1 Section A – Physical Geography)	Year 10 (Autumn 2)
Sustaining Ecosystems (Paper 1 Section A – Physical Geography)	Year 10 (Spring 1)
Fieldwork (Paper 1 and 2 Section B – Physical Geography and Human Geography)	Year 10 (Spring 2)
Paper 3 Direct Introduction and Teaching	Year 10 (Summer 1)
Urban Futures (Paper 2 Section A – Human Geography)	Year 10 (Summer 2)
Resource Reliance (Paper 2 Section A – Human Geography)	Year 11 (Autumn 1)
Dynamic Development (Paper 2 Section A – Human Geography)	Year 11 (Autumn 1)
UK in 21 st Century (Paper 2 Section A – Human Geography)	Year 11 (Autumn 2)
Paper 1, 2 and 3 Revision	Year 11 (Spring 1 onwards)

Firstly, it is worth noting that all topic and content at GCSE are compulsory. We can justify the order of our teaching plan in an overall sense. We have decided to teach physical geography in one go through paper 1 and then teach human geography through paper 2 content. We felt that it was important for student understanding as a lot of connections can be made through the topics for each paper. For example, students can look at the impact of climate change in the Antarctic/Arctic when looking at sustaining ecosystems. Therefore, it makes sense to do physical geography topics together as oppose to hopping in and out of paper 1 and paper 2 content. Fieldwork is done after the content is complete in the entirety. This allows students to apply the skills and concepts they have gained in physical and human geography to real world situations. Paper 3 is a paper that is taught in directly due to the nature of the paper. The skills and concepts that students are exposed to indirectly tick off the requirements for this

paper. Since this is also a decision making exercise (DME) paper, students also have the opportunity to learn the requirements of the 12 mark DME question after finishing fieldwork content for paper 2 in year 11 term 2.

We can also use the content of the topic to justify why we have chosen this exam board and to also justify the timeline of these topics. Please see the justification section in the table below (section 5) for a greater insight.

4. What are the specialised concepts in geography that we have extracted from the A-level curriculum and embedded into KS3 and KS4?

- **Causality** – The idea that everything has been caused by something and the connection between that cause and the consequent effect.
- **Systems** – A group of interconnected parts that often work together to form a process; for example, an ecosystem. (closed/open systems).
- **Equilibrium** – This is a state of balance within a system. At the point of equilibrium, inputs are equal to outputs; for example, mass balance in glacial systems.
- **Feedback** – Feedback is the response to a change within a system. Feedback can either be positive or negative. Positive feedback pushes the system further away from the equilibrium. Negative feedback brings the system back towards the equilibrium. For example, as climate changes increases temp. of the Earth, ice will continue to melt. As the ice melts, it reveals the earth or sea beneath it which has a low albedo. This means it absorbs more of the sun's energy and heat than it reflect which in turn melts more ice This is an example of a positive feedback loop as the system is moving away from equilibrium.
- **Inequality** – When resources and wealth are not evenly distributed across the world and within countries, making some areas more vulnerable than others.
- **Representation** – The way the world and the meaning of the world are presented by individuals, groups or media. Our representation can be influenced by many factors eg. Age, location and ethnicity.
- **Identity** – The way of describing and understand self. This is important as many aspects of place are shaped by identity and also shape people's identity.
- **Globalisation** – Refers to the interconnections between people, places and economies due to increase trade, technologies and interchanging of cultures.
- **Interdependence** – Refers to the links and connections between two or more countries or regions of the world to the extent they become dependent on one and other.
- **Sustainability** – This means meeting the needs of today without comprising the needs of tomorrow. It is a very important concept within geography and is increasingly relevant today as the world's population continues to grow. This concept has a social, economic and environmental element to it.
- **Mitigation** – This means reducing the effects of a disaster (human or man made). For example, constructing strong, earthquake resistant buildings or zoning land use based on hazard risk.
- **Adaptation** – This means changing ways of living to cope with the effects of a problem but may not actually address the cause of the problem. For example, changing farming practices as climate changes.
- **Risk** – This is the likelihood of a negative consequence occurring due to a particular event. This could range from economic risk or technological risk from a natural hazard. Risk is calculated through an understanding of the likelihood of an event occurring and the scale of the event's effects.
- **Resilience** – The ability for a system or a community to return to normal after a traumatic event. This can refer to an ecosystem's resilience to a flood or the resilience of a community facing natural or political turmoil.
- **Threshold** – The topping point which it is difficult to recover from once reached and where significant detriment will occur, for example, the maximum level of disruption that a population can withstand before damage cannot be repaired (resilience threshold).

- **Spatial** – The geographic location at varying scales. This ranges from global to regional to national to local.
- **Temporal** – The concept of time at various timescales. For example, short term and long term.

6. Year 10 and Year 11 Topic outlines with justifications.

Topic name	Essential knowledge/concepts/skills	Justification?	Assessment
Climate Change	<p>Knowledge: In this topic learners will analyse patterns of climate change from the start of the Quaternary period to the present day, considering the reliability of a range of evidence for the changes. Learners will study the theories relating to natural climate change and consider the influence of humans on the greenhouse effect. Social, economic and environmental impacts of climate change at both local and global scales will be examined.</p> <p>Specialised Concepts: Causality, Systems, Feedback, Interdependence, Sustainability, Adaptation, Spatial and Temporal</p> <p>Skills: Bar graphs, Pie charts, Climate graphs, Describing trends, interpret tables of data, make predictions, deconstruct, interpret, analyse and evaluate visual images, analyse and evaluate information.</p>	<p>Students start with this topic due to the following reasons:</p> <ul style="list-style-type: none"> • It is the shortest content related topic from Section A of the paper. After completing this topic, there is a feel good factor for students realising that ¼ topics for year 10 have been complete. • Climate change is an issue that is increasing in terms of its coverage and attention globally. Therefore, it makes sense to introduce the subject of geography at GCSE with this topic first. • The concepts and knowledge explored in this topic can be very useful to extend understanding in future topics such as Distinctive landscapes (eg. impact of climate change on coastal landscapes) and Sustaining ecosystems (eg. impact of climate change in the Arctic and Antarctic) 	See Assessment Plan for more information
Global Hazards	<p>Knowledge: This topic allows learners to develop an understanding of a variety of hazards that impact human lives both within the UK and worldwide. Learners investigate how weather can be hazardous, gaining knowledge of the major processes within the atmosphere and their impact in creating extreme weather. This is contextualised through two case studies of natural weather hazard events. Earthquakes and volcanic eruptions are just some of the deadly hazards we face on Earth. Not only do they impact humans but they also shape our land. An understanding of tectonic hazards is developed; exploring the causes, consequences and responses to a tectonic event of choice.</p>	<ul style="list-style-type: none"> • This topic builds upon the content that students explored in year 9 where they explored key concepts around earthquakes and volcanoes. • Students are also drawing their knowledge from year 7 weather/climate topic as a way of exploring concepts around weather hazards. This has been reinforced through the exploration of year 8 Asia and Africa topics which explore their respective climates and weather systems/patterns. • This topic allows learners to develop an understanding of a variety of hazards that impact human lives both within the UK and worldwide. 	See Assessment Plan for more information

	<p>Specialised Concepts: Sustainability, risk, spatial, temporal, mitigation, adaptation, resilience and threshold.</p> <p>Skills: Bar graphs, Pie charts, Climate graphs, choropleth maps, proportional symbols and graphs, Describing trends, interpret tables of data, make predictions, deconstruct, interpret, interpret data tables, central tendency, magnitude and frequency calculations, analyse and evaluate visual images, analyse and evaluate information.</p>		
Distinctive Landscapes	<p>Knowledge: The UK contains a diverse and distinct range of landscapes. This topic gives learners the opportunity to unravel the geographical processes that make them distinctive. A deeper understanding of the geomorphic processes (eg. erosion, weathering, deposition and transportation) that shape river and coastal landscapes is developed and consideration of the human influence on these.</p> <p>Specialised Concepts: Systems, Feedback, Sustainability, temporal, causality and risk.</p> <p>Skills: Bar graphs, Pie charts, Describing trends, interpret tables of data, make predictions, deconstruct, interpret, calculating central tendency aspects, interpret tables of data, analyse and evaluate visual images, analyse and evaluate information.</p>	<ul style="list-style-type: none"> Students are able to draw their knowledge around rivers and coasts from their year 8 topic on these themes. They have explored UK landscapes in this topic and therefore have the foundational knowledge to access this topic. This topic gives learners the opportunity to unravel the geographical processes that make them distinctive. 	See Assessment Plan for more information
Sustaining Ecosystems	<p>Knowledge: This topic seeks to explore the distribution and characteristics of the Earth's ecological wonders. Learners investigate the two contrasting ecosystems of tropical rainforests and polar environments, exploring physical cycles and processes that make these ecosystems distinctive, the threats posed to their existence and how humans are attempting to manage them for a more sustainable future.</p> <p>Specialised Concepts: Causality, systems, feedback, interdependence, sustainability, mitigation, resilience, adaptation, threshold, spatial and temporal.</p> <p>Skills: Bar graphs, Pie charts, Climate graphs, choropleth maps, proportional symbols and graphs, Describing trends, interpret tables of data, make predictions, deconstruct, interpret, interpret data tables, scatter graph analysis, climate graphs, central tendency, magnitude and frequency calculations, analyse and evaluate visual images, analyse and evaluate information.</p>	<ul style="list-style-type: none"> Students are able to access this topic by having gained foundational knowledge around ecosystems in many KS3 topics such as Yr8 Africa, Yr8 Asia and Yr7 Antarctica. In doing so, students have got a good understanding of biomes/ecosystems. They have explored the challenges these ecosystems have faced and the components that underpin these systems. Life on Earth is supported by global ecosystems and the link between human wellbeing and ecosystem wellbeing is vital. 	See Assessment Plan for more information

<p>Urban Futures</p>	<p>Knowledge: Cities are growing at unprecedented rates. This topic seeks to explore why, and consider how the global pattern of urbanisation is changing. Urban challenges and opportunities are varied and unique and learners will examine these through studying two cities, one from an advanced country (AC) and one from either an emerging and developing country (EDC) or a low-income developing country (LIDC). Within each city, contrasting ways of life, geographical processes, problems and solutions will be studied in order to gain a holistic understanding of what makes up the urban fabric of each place.</p> <p>Specialised Concepts: Sustainability, spatial, temporal, identity, representation, globalisation and inequality.</p> <p>Skills: Calculate and understand percentages and percentiles, calculate percentage increase/decrease, Bar graphs, Pie charts, Climate graphs, choropleth maps, proportional symbols and graphs, Describing trends, interpret tables of data, make predictions, deconstruct, interpret, interpret data tables, central tendency, magnitude and frequency calculations, analyse and evaluate visual images, analyse and evaluate information.</p>	<ul style="list-style-type: none"> • Students are taught this topic towards the end of year 10 as a way of kick starting the year 11 content (paper 2). We do this in booklet form because it allows students to fully explore all the key terms in this topic (quite heavy on key terms) and also on the many short style questions options that this topic has. • This topic seeks to explore why, and consider how the global pattern of urbanisation is changing. • Urban challenges and opportunities are varied and unique and learners will examine these through studying two cities, one from an advanced country (AC) and one from either an emerging and developing country (EDC) or a low-income developing country (LIDC). • Within each city, contrasting ways of life, geographical processes, problems and solutions will be studied in order to gain a holistic understanding of what makes up the urban fabric of each place. 	<p>See Assessment Plan for more information</p>
<p>Resource Reliance</p>	<p>Knowledge: Supplies of food, energy and water are three of the most challenging issues the world faces. Significant numbers of people are resource poor, whilst others consume more than their fair share. This topic investigates emerging patterns, where demand is outstripping supply, before taking the issue of food security and considering the question ‘can we feed nine billion people?’. Learners will investigate what it means to be food secure, how countries try to achieve this and reflect upon the sustainability of strategies to increase food security.</p> <p>Specialised Concepts: Sustainability, spatial, resilience, threshold, systems, temporal, identity, representation, globalisation and inequality.</p> <p>Skills: Bar graphs, Pie charts, Climate graphs, choropleth maps, proportional symbols and graphs, Describing trends, interpret tables of data, choropleth map analysis, make predictions, deconstruct, interpret, interpret data tables, central tendency, magnitude and frequency calculations, analyse and evaluate visual images, analyse and evaluate information.</p>	<ul style="list-style-type: none"> • We look at a variety of different resources in our year 9 topic on natural resources. Therefore, students have a strong foundational knowledge for this topic having already looked at renewable and non renewable sources among other aspects around this theme. • Supplies of food, energy and water are three of the most challenging issues the world faces. Significant numbers of people are resource poor, whilst others consume more than their fair share. • This topic investigates emerging patterns, where demand is outstripping supply, before taking the issue of food security and considering the question ‘can we feed nine billion people?’. • This topic also has strong links to our A level spec content (paper 3 A level topic for future of food). 	<p>See Assessment Plan for more information</p>


<p>Dynamic Development</p>	<p>Knowledge: This topic asks learners to consider the changing nature and distribution of countries along the development spectrum before examining the complex causes of uneven development. The future for LIDCs is uncertain and will be investigated through an in-depth study of one country, considering its development journey so far, how its global connections may influence the future and possible alternative development strategies.</p> <p>Specialised Concepts: Sustainability, spatial, temporal, identity, representation, globalisation and inequality.</p> <p>Skills: Bar graphs, Pie charts, Climate graphs, choropleth maps, proportional symbols and graphs, Describing trends, interpret tables of data, choropleth map analysis, make predictions, deconstruct, interpret, interpret data tables, central tendency, magnitude and frequency calculations, analyse and evaluate visual images, analyse and evaluate information.</p>	<ul style="list-style-type: none"> • Students have explored many development themes around many countries and region within KS3. For example, students have explored development related themes for countries such as Malawi, Nigeria, Antarctica, USA and UK. In doing so, students are very equipped to explore the dynamic development of Ethiopia (our chosen case study). We feel this case study is presented well in the OCR Hodder textbook which allows it to be a great case study choice. • We live in an unequal world, where the gap between prosperity and poverty is widening. This topic asks learners to consider the changing nature and distribution of countries along the development spectrum before examining the complex causes of uneven development. • It is crucial to explore how global connections shape the development characteristics of a country. 	<p>See Assessment Plan for more information</p>
<p>UK in the 21st Century</p>	<p>Knowledge: A diverse range of cultures, identities and economies make up the patchwork of the UK. This topic poses questions about the changing nature of people's lives and work in the UK in the 21st century. It asks learners to consider some of the drivers for this change. As new economic superpowers emerge, questions have been posed about the global significance of the UK. This will be investigated through a study of the UK's political and cultural connections with the rest of the world.</p> <p>Specialised Concepts: Sustainability, spatial, temporal, identity, representation, globalisation and inequality.</p> <p>Skills: Bar graphs, Pie charts, Climate graphs, choropleth maps, proportional symbols and graphs, Describing trends, interpret tables of data, choropleth map analysis, make predictions, deconstruct, interpret, interpret data tables, central tendency, magnitude and frequency calculations, analyse and evaluate visual images, analyse and evaluate information.</p>	<ul style="list-style-type: none"> • Students already have a strong foundational knowledge for the UK having explored the human and physical geography of the UK in a specific year 7 topic and have also seen the UK embedded through a number of UK related topics. • A diverse range of cultures, identities and economies make up the patchwork of the UK. This topic poses questions about the changing nature of people's lives and work in the UK in the 21st century. 	<p>See Assessment Plan for more information</p>

2023-24:

Incoming Year 10s Sept 2023 Teaching Outline for Year 10 and Year 11:

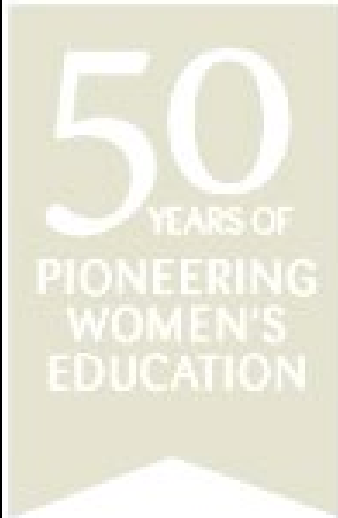
Year 10:

Topic	Lesson Titles	Objectives	Time
Topic 1: Climate Change (Paper 1)	<ol style="list-style-type: none">1. How has climate changed in the past?2. How reliable is the evidence that climate has changed?3. What has caused past climate to change?4. What is the difference between natural and enhanced greenhouse effect?5. Should we act now to save the Earth? (Climate Change: The Facts Documentary)6. What global impacts will climate change have on people and the environment? (part 1) (Case Study)7. What global impacts will climate change have on people and the environment? (part 2) (Case Study)	<ol style="list-style-type: none">1. Describe the pattern of climate change from the beginning of the Quaternary period to the present day.2. Explain a range of evidence relating to climate change and justify it's reliability3. Describe the causes of natural climate change including the theories of sun spots, volcanic eruptions and Milankovitch cycles.4. Explain the natural greenhouse effect and the impacts that humans have on creating the enhanced greenhouse effect5. Expose students to a variety of different places around the world that are impacted from climate change (Visually)	<ol style="list-style-type: none">1. Week 1 (Autumn 1)2. Week 1 (Autumn 1)3. Week 1 (Autumn 1)4. Week 2 (Autumn 1)5. Week 2 (Autumn 1)6. Week 2 (Autumn 1)7. Week 3 (Autumn 1)8. Week 3 (Autumn 1)9. Week 3 (Autumn 1)10. Week 4 (Autumn 1)

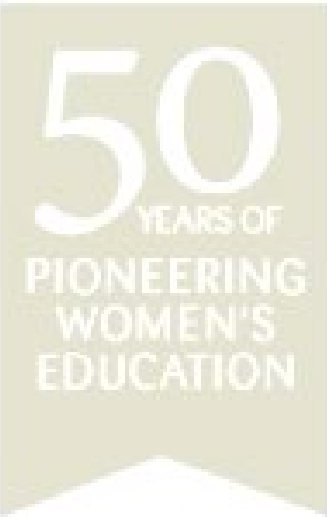
	<ol style="list-style-type: none"> 8. How will climate change impact the UK? (Case Study) 9. What are the adaptations and mitigation strategies around Climate Change? 10. Climate Change Assessment 1 11. Climate Change Topic Assessment 1 Feedback 	<ol style="list-style-type: none"> 6. Explain a range of social, economic and environmental impacts of climate change worldwide 7. Explain a range of social, economic and environmental impacts of climate change worldwide 8. Explain the social, economic and environmental impacts of climate change within the UK 9. To describe and evaluate a range of mitigation and adaptation strategies around climate change. 10. To explore the key knowledge and skills of the climate change assessment. 11. Assessment feedback to go over key concepts that are gaps/misconceptions. This is from the previous topic. 	
<p>Topic 2: Global Hazards (Paper 1)</p>	<ol style="list-style-type: none"> 1. What global factors drive our climate? 2. What are the extremes in weather conditions? 3. Where in the world can the most extreme weather hazards be found? 4. What extreme weather does El Nino bring? 5. Should we worry about heat waves in the UK? (Case Study) 6. What causes a tropical storm? 7. Why did the Philippines struggle to recover from Typhoon Haiyan (Part 1) (Case Study) 	<ol style="list-style-type: none"> 1. Explain how high and low pressure systems associated with the global circulation system create climatic zones 2. Compare how the global circulation of the atmosphere causes extremes in weather conditions in different parts of the world. 3. Describe the distribution of extreme weather hazards and whether these have changed over time. 4. Explain the causes and consequences of El Niño/La Niña 	<ol style="list-style-type: none"> 1. Week 4 (Autumn 1) 2. Week 4 (Autumn 1) 3. Week 5 (Autumn 1) 4. Week 5 (Autumn 1) 5. Week 5 (Autumn 1) 6. Week 6 (Autumn 1) 7. Week 6 (Autumn 1) 8. Week 6 (Autumn 1) 9. Week 7 (Autumn 1) 10. Week 7 (Autumn 1) 11. Week 7 (Autumn 1) 12. Week 1 (Autumn 2) 13. Week 1 (Autumn 2) 14. Week 1 (Autumn 2) 15. Week 2 (Autumn 2)

8. Why did the Philippines struggle to recover from Typhoon Haiyan (Part 2) (Case Study)
9. Why do the Earth's plates move?
10. How do the Earth's tectonic plates move?
11. How does plate movement cause volcanic activity?
12. What is the difference between deep focus and shallow focus earthquakes?
13. Why was the Nepal Earthquake Devastating? (Case Study)
14. How can we mitigate against earthquakes?
15. Weather and Tectonics Assessment 1
16. Weather and Tectonics Assessment 1 Feedback

5. To describe the cause of the UK heatwave, explain the impact and describe the human responses
6. To describe the global distribution of tropical storms and explain the conditions needed for a tropical storm to form
7. To explain the causes and impacts of Typhoon Haiyan and evaluate the human responses
8. To explain the causes and impacts of Typhoon Haiyan and evaluate the human responses
9. describe the structure of the Earth and how it is linked to the processes of plate tectonics including convection currents.
10. Explain the processes that take place at constructive, destructive, conservative and collision plate boundaries
11. Explain how tectonic plates cause shield, composite and fissure volcanoes
12. Explain how the movement of tectonic plates causes earthquakes, including shallow and deep focus.
13. Explain why the Nepal earthquake was hazardous for people, including causes, consequences of and responses to the event
14. Explain how technological developments can have a positive impact on mitigation (such as prediction, early warning



		<p>systems and building design) in America and Japan.</p> <p>15. To assess the key knowledge from Weather and Tectonics (global hazards topic).</p> <p>16. To explore the knowledge gaps and misconceptions from the feedback of Weather and Tectonics Assessment 1.</p>	
<p>Topic 3: Distinctive Landscapes (Paper 1)</p>	<ol style="list-style-type: none"> 1. What makes a landscape distinctive? 2. Where are the physical landscapes of the UK? 3. How does geology influence landscapes? 4. How does climate affect landscapes? 5. How does human activity affect landscapes? 6. What features are found on steep-gradient rivers? 7. How have the geology and climate influenced the landscape of River Eden? (Case Study) 8. What upper, middle and lower course landforms are found along the River Eden (Case Study) 9. What upper, middle and lower course landforms are found along the River Eden (Case Study) 10. How are humans influencing and managing the River Eden? 11. How have the geology and climate influenced the Jurassic coastline landscape? 	<ol style="list-style-type: none"> 1. How the concept of a landscape can be defined, including the differences between built and natural landscapes. 2. Give an overview of the distribution of upland, lowland and glaciated landscapes in the UK. 3. Identify the different types of geology and their characteristics. Explain how these characteristics help create contrasting landscapes. 4. Summarise how climate alters the characteristics of landscapes 5. Summarise how human activity alters the characteristics of landscapes 6. Explain the formation of river landforms including V-shaped valleys, waterfalls and gorges 7. To explore the different types of geology within the River Eden and how it has impacted the landscape. To explore how climate also impacts this landscape (eg. Through weathering. 	<ol style="list-style-type: none"> 1. Week 2 (Autumn 2) 2. Week 3 (Autumn 2) 3. Week 3 (Autumn 2) 4. Week 3 (Autumn 2) 5. Week 4 (Autumn 2) 6. Week 4 (Autumn 2) 7. Week 4 (Autumn 2) 8. Week 5 (Autumn 2) 9. Week 5 (Autumn 2) 10. Week 5 (Autumn 2) 11. Week 6 (Autumn 2) 12. Week 6 (Autumn 2) 13. Week 6 (Autumn 2) 14. Week 7 (Autumn 2) 15. Week 7 (Autumn 2)



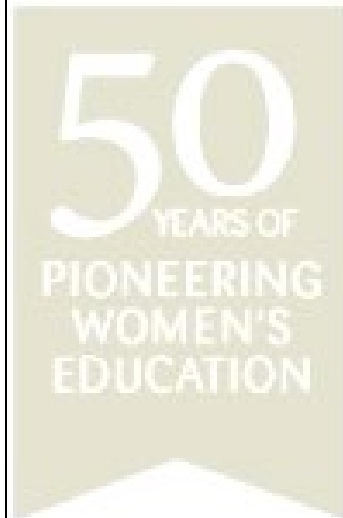
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| <ul style="list-style-type: none"> 12. What erosional landforms have been created in the Jurassic coastline? 13. What depositional landforms have been created in the Jurassic coastline? 14. How are humans influencing and managing the Jurassic coastline? 15. Distinctive Landscapes Assessment 16. Distinctive Landscapes Assessment Feedback | <ul style="list-style-type: none"> 8. To explain how waterfalls, gorges, v shaped valleys, meanders, ox bow lakes, flood and levees form. 9. To explain how waterfalls, gorges, v shaped valleys, meanders, ox bow lakes, flood and levees form. 10. To investigate and explain the human activities and the river management strategies within the River Eden. 11. To explore the different types of geology within the Jurassic coastline and how it has impacted the landscape. To explore how climate also impacts this landscape (eg. Through weathering). 12. To explain how caves, arches, stacks stumps, headlands and bays form here. 13. To explain how beaches and spits form here through longshore drift. 14. To explain the human management strategies that are managing the coastline. To explain the human activities that are influencing the landscape. 15. To assess the key knowledge and skills from the distinctive landscapes topic. 16. To explore the key knowledge gaps and misconceptions from the assessment. |
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<p>Topic 4: Sustaining Ecosystems (Paper 1)</p>	<p>1. What is an ecosystem?</p>	<p>1. Understand the concept of an ecosystem as being the</p>	<p>1. Week 1 (Spring 1) 2. Week 1 (Spring 1)</p>
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2. What is the distribution of Earth's key biomes?
3. What different flora and fauna found in each biome (and why?)
4. What are the key characteristics of polar regions and how are they interdependent?
5. What are the impacts of human activity in the polar regions?
6. How can we manage polar environments sustainably at a local scale? (Case Study)
7. How can we manage polar environments sustainably at a global scale? (Case Study)
8. What are the characteristics of a rainforest?
9. What goods and services does the rainforest provide and how are humans exploiting them?
10. How can we manage the Costa Rican rainforests sustainably? (Case Study)
11. Ecosystems Revision Lesson
12. Distinctive Landscapes Revision Lesson
13. Global Hazards Revision Lesson

- interdependence of climate, soil, water, plants and animals.
2. Outline the global distribution of polar regions, coral reefs, grasslands, temperate forests, tropical forests and hot deserts
 3. Describe the climate, flora and fauna within polar regions, coral reefs, grasslands, temperate forests, tropical forests and hot deserts. Why are they found in these regions?
 4. Describe the distinctive characteristics of Antarctica and the Arctic and explain how the biotic and abiotic are interdependent within the polar ecosystem
 5. Explore a range of impacts of human activity on either the Arctic ecosystem, such as **scientific research, indigenous people, tourism, whaling and mineral exploitation.**
 6. Examine a range of local examples of sustainable management in both the Arctic and Antarctica.
 7. Examine a range of global examples of sustainable management in both the Arctic and Antarctica.
 8. Describe the climate, nutrient cycle, soil profile and water cycle in relation to tropical rainforests. Explain the value of the rainforest

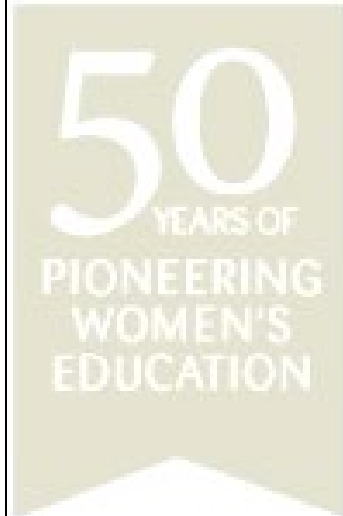
3. Week 1 (Spring 1)
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10. Week 4 (Spring 1)
11. Week 4 (Spring 1)
12. Week 4 (Spring 1)
13. Week 5 (Spring 1)




		<ol style="list-style-type: none"> 9. Explain the impact of logging, mineral extraction, agriculture and tourism on the rainforest. 10. Evaluate attempts to sustainably manage the Costa Rican rainforest 11. To revise the key knowledge and skills from the Ecosystems topic. This is in preparation for the mocks. 12. To revise the key knowledge and skills from the Distinctive Landscapes topic. This is in preparation for the mocks. 13. To revise the key knowledge and skills from the Global Hazards topic. This is in preparation for the mocks. 	
<p>Paper 1 and 2 Section B Fieldwork (Human and Physical)</p>	<ol style="list-style-type: none"> 1. Ecosystems Assessment 1 2. What is the expectation of human and physical fieldwork within Walton on the Naze? 3. Walton on the Naze Field Trip Data collection 4. What was the purpose of our fieldwork booklet? 5. Ecosystems Assessment 1 Feedback 6. How do we present our data? 7. How do we analyse our human data (part 1) 8. How do we analyse our physical data (part 2) 9. How do we conclude our human data (part 1) 10. How do we conclude our physical data (part 2) 	<ol style="list-style-type: none"> 1. To assess the key knowledge and skills of the Ecosystems Topic. 2. To know what the different components are for a human and physical fieldwork investigation. To know about the context of Walton and why it is a good fieldwork location. To introduce the human and physical investigation questions. 3. Fieldwork data to be collected for both human and physical for Walton on the Naze. 4. To explore the connections of our fieldwork data within our fieldwork booklet towards the investigation questions and past paper questions. 	<ol style="list-style-type: none"> 1. Week 1 (Spring 2) 2. Week 1 (Spring 2) 3. Week 1 (Spring 2) 4. Week 2 (Spring 2) 5. Week 2 (Spring 2) 6. Week 2 (Spring 2) 7. Week 3 (Spring 2) 8. Week 3 (Spring 2) 9. Week 3 (Spring 2) 10. Week 4 (Spring 2) 11. Week 4 (Spring 2) 12. Week 4 (Spring 2) 13. Week 5 (Spring 2) 14. Week 5 (Spring 2) 15. Week 5 (Spring 2) 16. Week 6 (Spring 2)

11. How do we evaluate our human data (part 1)
12. How do we evaluate our physical data (part 2)
13. How do we answer short style past paper fieldwork questions for human fieldwork
14. How do we answer short style past paper fieldwork questions for Physical fieldwork
15. How do we answer long style past paper fieldwork questions for human fieldwork
16. How do we answer long style past paper fieldwork questions for physical fieldwork

5. To explore the key knowledge gaps and misconceptions from the Ecosystems Assessment 1.
6. To know how to present our fieldwork data. To create bar charts, line graphs, radar graphs and field sketches.
7. To know how to analyse our human data in relation to our human investigation question.
8. To know how to analyse our physical data in relation to our physical investigation question.
9. To know how to conclude our human data in relation to our human investigation question.
10. To know how to conclude our physical data in relation to our physical investigation question.
11. To know how to evaluate our human data in relation to our human investigation question.
12. To know how to evaluate our physical data in relation to our physical investigation question.
13. To explore the types of short style questions within human fieldwork and how to answer them in an exam specific way.
14. To explore the types of short style questions within physical fieldwork and how to answer them in an exam specific way.
15. To explore the types of long style questions within human fieldwork and how to answer them in an exam specific way.
16. To explore the types of long style questions within physical



		<p>fieldwork and how to answer them in an exam specific way.</p>	
<p>Paper 3: Geographical Explorations Introduction and Completion</p>	<ol style="list-style-type: none"> 1. What does paper 3 look like? 2. What does short style questions look like for a paper 3 (human based theme)? 3. What does short style questions look like for paper 3 (physical based)? 4. What do 12 markers look like (non DME) for human and physical themes? 5. What does 12 marker DME questions look like for human themes? 6. What does 12 marker DME questions look like for physical themes? 	<ol style="list-style-type: none"> 1. To directly introduce students to paper 3. Students will explore a range of figures in order to confidently say what paper 3 consists of and what type of questions there are. 2. To confidently answer all short style questions for human themes. For students to articulate what types of short style questions are and the importance of figure skills. 3. To confidently answer all short style questions for physical themes. For students to articulate what types of short style questions are and the importance of figure skills. 4. For students to successfully answer 12 markers for human and physical themes. To know the structure and expectations of 12 markers (non dme based). 5. To know the structure for 12 mark DME questions for human themes. 6. To know the structure for 12 mark DME questions for physical themes. 	<ol style="list-style-type: none"> 1. Week 1 (Summer 1) 2. Week 1 (Summer 1) 3. Week 1 (Summer 1) 4. Week 2 (Summer 1) 5. Week 2 (Summer 1) 6. Week 2 (Summer 1) <p>Anticipate 2 weeks of Mock exam timetable either in the Summer term or spring term.</p> <p>Finish off the year with Urban Futures.</p> 

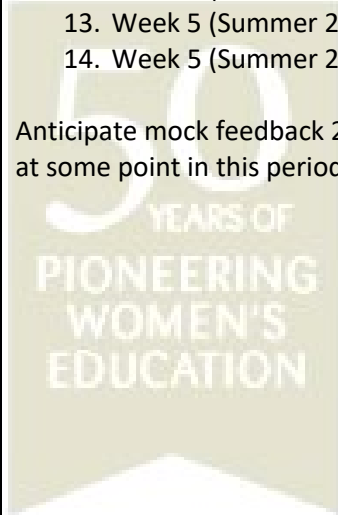
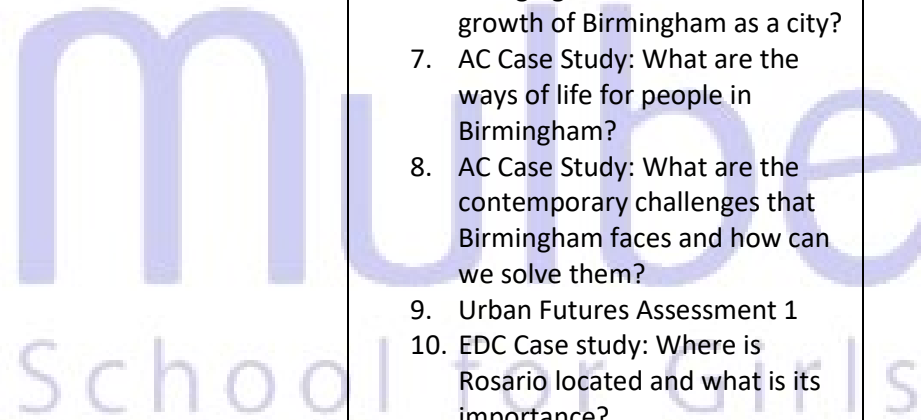
Topic 1: Urban Futures (Paper 2)

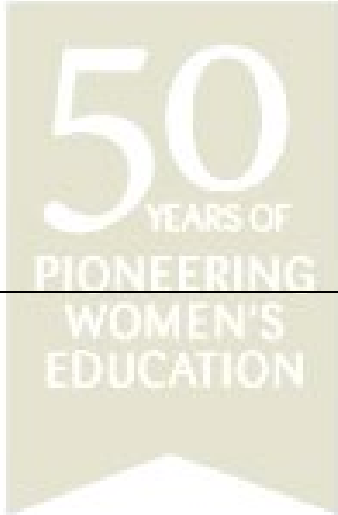
1. Where and why have cities grown?
2. Why do cities grow in LIDCs?
3. What are the urban trends in ACs?
4. What is the future for urbanisation?
5. AC Case study: Where is Birmingham located and what is its importance?
6. AC Case study: How is migration changing the character and growth of Birmingham as a city?
7. AC Case Study: What are the ways of life for people in Birmingham?
8. AC Case Study: What are the contemporary challenges that Birmingham faces and how can we solve them?
9. Urban Futures Assessment 1
10. EDC Case study: Where is Rosario located and what is its importance?
11. EDC Case study: How is migration changing the character and growth of Rosario as a city?
12. EDC Case Study: What are the ways of life for people in Rosario?
13. EDC Case Study: What are the contemporary challenges that Rosario faces and how can we solve them?
14. Urban Futures Assessment 1 Feedback.

1. To explore the concepts around urbanisation, megacity and world cities (alpha cities). To understand why these cities have grown.
2. To explore the concepts around push/pull factors, rural-urban migration and internal growth.
3. To explore key concepts around suburbanisation, urban sprawl, greenbelt land, counter urbanisation, urban regeneration and re-urbanisation.
4. To explore key concepts around metacities and explore projected trends for the future.
5. To explore its location and find out about its local, regional, national and international relevance.
6. To explore how migration is influencing the city socially, economically and environmentally.
7. To explore what makes Birmingham unique (what does society do? What is it known for? What cultures and values are present?)
8. How are inequality and housing issues posing a challenge for Birmingham. To evaluate the strategies that make Birmingham more sustainable.
9. To explore its location and find out about its local, regional, national and international relevance.

1. Week 1 (Summer 2)
2. Week 1 (Summer 2)
3. Week 1 (Summer 2)
4. Week 2 (Summer 2)
5. Week 2 (Summer 2)
6. Week 2 (Summer 2)
7. Week 3 (Summer 2)
8. Week 3 (Summer 2)
9. Week 3 (Summer 2)
10. Week 4 (Summer 2)
11. Week 4 (Summer 2)
12. Week 4 (Summer 2)
13. Week 5 (Summer 2)
14. Week 5 (Summer 2)

Anticipate mock feedback 2-3 lessons at some point in this period.



		<ol style="list-style-type: none"> 10. To assess the key knowledge and skills for the AC Case Study and general urban futures content. 11. To explore how migration is influencing the city socially, economically and environmentally. 12. To explore what makes Rosario unique (what does society do? What is it known for? What cultures and values are present?) 13. How are slums, crime and housing issues posing a challenge for Rosario. To evaluate the strategies that make Rosario more sustainable. 14. To explore the key knowledge gaps and misconceptions from the Urban Futures Assessment 1 Feedback. 	
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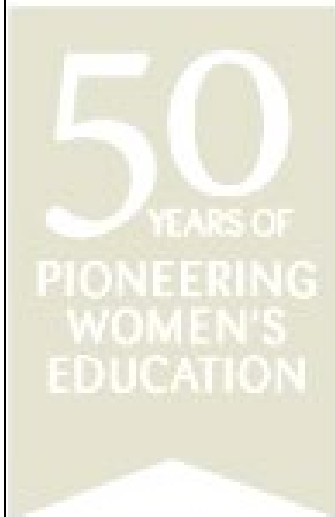
mulberry
School for Girls

Year 11 Teaching Outline:

Topic	Lesson Titles	Objectives	Time
Topic 2: Resource Reliance	<ol style="list-style-type: none"> 1. Will we run out of natural resources? 2. What is the cost of feeding and powering our growing population? 3. Why can't we supply enough water to meet global needs? 4. What does it mean to be 'food secure'? 	<ol style="list-style-type: none"> 1. To identify and describe what is meant by the term 'natural resource'. To explain why demand is outstripping the supply of food, water and energy. 2. To describe how we use and modify our environment to provide food and energy. To assess the sustainability of these methods 	<ol style="list-style-type: none"> 1. Week 1 (Autumn 1) 2. Week 1 (Autumn 1) 3. Week 1 (Autumn 1) 4. Week 2 (Autumn 1) 5. Week 2 (Autumn 1) 6. Week 2 (Autumn 1) 7. Week 3 (Autumn 1) 8. Week 3 (Autumn 1) 9. Week 3 (Autumn 1) 10. Week 4 (Autumn 1) 11. Week 4 (Autumn 1)

5. What is the relationship between population and food supply?
6. How food secure is Tanzania (Case Study)?
7. How is Goat Aid helping Tanzania (Case Study)?
8. What has the Tanzania government done to achieve food security (Part 1)?
9. What has the Tanzania government done to achieve food security (Part 2)?
10. How sustainable are strategies to improve food security?
11. Resource Reliance Assessment

3. To understand where our water is stored and how water supply and demand is changing
4. To understand and describe what it means to be 'food secure'. To describe the human and physical factors that impact food security. To describe the patterns of food security around the world.
5. To compare the Malthusian and Boserupian theories of food supply
6. To investigate evidence of food security by looking at different data sets within Tanzania.
7. To explain the social, economic and environmental impacts of Goat Aid. To evaluate how effective Goat Aid has been in Tanzania in an attempt to achieve food security.
8. To investigate the key features of Tanzania's Wheat Programme and the SAGCOT. To evaluate how effective both attempts have been at achieving food security.
9. To investigate the key features of Tanzania's Wheat Programme and the SAGCOT. To evaluate how effective both attempts have been at achieving food security.
10. To understand the range of different strategies that could be used, where they might be used and to evaluate their sustainability
11. To assess the key knowledge and skills from the Resource Reliance Topic.



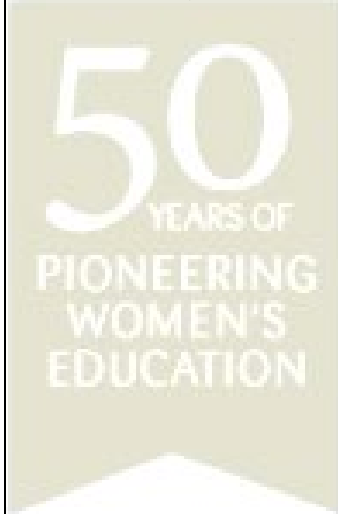
Topic 3: Dynamic Development

1. How do we categorise countries?
2. How do we measure development?
3. Why did the development gap grow?
4. Resource Reliance Assessment Feedback (Previous Topic)
5. What obstacles to development do countries face today?
6. How can countries break out of poverty?
7. How developed is Ethiopia? (Case Study)
8. What has influenced Ethiopia's development? (Case Study)
9. How far have the MDG goals been met in Ethiopia? (Case Study)
10. How have global connections influenced Ethiopia's development? (Case Study)
11. Which is the best strategy to help Ethiopia develop? (Case Study)

1. To understand how countries are classified by development and global spatial trends eg. AC, EDC and LIDC.
2. To understand the different economic and social measures of development and the relationships between them.
3. To understand the various physical and human factors that have influenced global development
4. To explore the key knowledge gaps and skills from the Resource Reliance topic.
5. To explore the factors that make it difficult for countries to break out of poverty
6. To explore the top down and bottom up approaches to reducing poverty and promoting development.
7. To understand how developed Ethiopia is socially and economically and also look at the influences that have affected its development
8. To explore past and present (social, economic, environmental, political and technological factors that have shaped Ethiopia's development.
9. To understand what the MDGs are and whether they have been met in Ethiopia.
10. To understand how trade, TNCs and Aid can affect Ethiopia's development

1. Week 4 (Autumn 1)
2. Week 5 (Autumn 1)
3. Week 5 (Autumn 1)
4. Week 5 (Autumn 1)
5. Week 6 (Autumn 1)
6. Week 6 (Autumn 1)
7. Week 6 (Autumn 1)
8. Week 7 (Autumn 1)
9. Week 7 (Autumn 1)
10. Week 7 (Autumn 1)
11. Half term homework (research based).

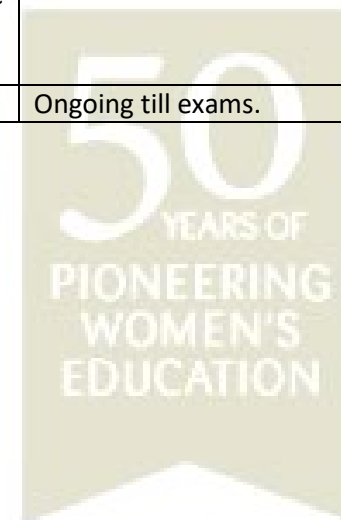
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		<p>11. To evaluate the top down and bottom up development strategy in Ethiopia. Top down strategy is Omo River Dam and bottom up strategy is Goat Aid in Ethiopia.</p>	
<p>Topic 4: UK in the 21st Century</p>	<ol style="list-style-type: none"> 1. What are the physical characteristics of the British Isles? 2. What are the human characteristics of the British Isles? 3. How has the UK's population changed in the past? 4. What is the UK's population like today? 5. What challenges does an ageing population bring? 6. How has London's population changed? 7. How is the UK economy changing? 8. Where are the core economic hubs and why are they significant (Case Study) 9. What is the UK's political role in the world? (Case Study) 10. How is the UK's cultural influence changing? (Case Study) 	<ol style="list-style-type: none"> 1. To describe the physical characteristics of the UK including rainfall and relief. 2. To Describe the human geographical characteristics of the UK, including population density and land use and significant issues associated with these characteristics, including housing shortages. To make connections between some of these factors (eg. Population distribution and water shortages). 3. Interpret the demographic transition model and determine the UK's position 4. Interpret population pyramids and migration statistics of the UK in present times. Describe and explain these trends. 5. Understand the causes, effects, spatial distribution and responses to an ageing population. 6. To explore how the population structure and ethnic diversity of London has changed since 2001. 7. Identify major economic changes in the UK since 2001 by examining changes in the job market including political priorities, changing employment sectors and working hours. 	<ol style="list-style-type: none"> 1. Week 1 (Autumn 2) 2. Week 1 (Autumn 2) 3. Week 1 (Autumn 2) 4. Week 2 (Autumn 2) 5. Week 2 (Autumn 2) 6. Week 2 (Autumn 2) 7. Week 3 (Autumn 2) 8. Week 3 (Autumn 2) 9. Week 3 (Autumn 2) 10. Week 4 (Autumn 2) <p>Factor in mock time here so this may drag into weeks leading up to Christmas.</p> <p>Aim to finish all content for GCSE January 2024.</p>

		<ol style="list-style-type: none"> 8. Identify the changes in one economic hub and its significance to its region and the UK. 9. Examine the UK's political role in one global conflict through its participation in international organisations. 10. Explore the UK's media exports and their global influence including television programmes and film. 11. Explore the contribution of ethnic groups to the cultural life of the UK. 	
Revision Period for Paper 1, 2 and 3	Revision	Revision	Ongoing till exams.

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Year 12 and 13 Mulberry Geography Overview

Below is an overview of what the curriculum for Geography will look like at A-Level.

The examination board for A-Level Geography is Edexcel.

Qualification at a glance

Content and assessment overview

The Pearson Edexcel Level 3 Advanced GCE in Geography consists of three externally-examined papers and one non-examination assessment component.

Students must complete all assessment in May/June in any single year.

<p>Paper 1 (Paper code: 9GE0/01)</p> <p>Written examination: 2 hours and 15 minutes 30% of the qualification 105 marks</p> <p>Content overview¹</p> <ul style="list-style-type: none"> • Area of study 1, Topic 1: Tectonic Processes and Hazards • Area of study 1, Topic 2: Landscape Systems, Processes and Change – including optional sub-topics from which students choose one from two: <i>2A: Glaciated Landscapes and Change</i> or <i>2B: Coastal Landscapes and Change</i> • Area of study 3, Topic 5: The Water Cycle and Water Insecurity • Area of study 3, Topic 6: The Carbon Cycle and Energy Security <p>Assessment overview</p> <p>An externally-assessed written examination comprising three sections.</p> <p>Section A relates to <i>Topic 1: Tectonic Processes and Hazards</i>.</p> <p>Section B relates to <i>Topic 2: Landscape Systems, Processes and Change</i>. Students answer questions on either <i>Topic 2A: Glaciated Landscapes and Change</i> or <i>Topic 2B: Coastal Landscapes and Change</i>.</p> <p>Section C relates to <i>Topic 5: The Water Cycle and Water Insecurity</i> and <i>Topic 6: The Carbon Cycle and Energy Security</i>.</p> <p>The examination may include short open, open response and resource-linked questions. The examination includes 12-mark and 20-mark extended writing questions. Calculators may be used.</p> <p>Paper 2 (Paper code: 9GE0/02)</p> <p>Written examination: 2 hours and 15 minutes 30% of the qualification</p>

<p>Paper 3 (*Paper code: 9GE0/03)</p> <p>Written examination: 2 hours and 15 minutes 20% of the qualification 70 marks</p> <p>Content overview</p> <p>The specification contains three synoptic themes within the compulsory¹ content areas:</p> <ul style="list-style-type: none"> • Players • Attitudes and actions • Futures and uncertainties. <p>The synoptic investigation will be based on a geographical issue within a place-based context that links to the three synoptic themes and is rooted in two or more of the compulsory content areas.</p> <p>Assessment overview</p> <p>An externally-assessed written examination. A resource booklet will contain information about the geographical issue.</p> <p>All questions in the examination draw synoptically on knowledge and understanding from compulsory content drawn from different parts of the course.</p> <p>The examination may include short open, open response and resource-linked questions. The examination includes 8-mark, 18-mark and 24-mark extended writing questions. Calculators may be used.</p> <p>Non-examination assessment: Independent Investigation (9GE0/04)</p>
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Low stakes in Geography (formative) = Usually embedded in starter activities where specific content is recalled. Multiple choice questions, definition recalls and general recalls are done in a variety of ways e.g. short style exam question paper, true or false statements task, Q and A in starter activities and quizzes at some beginnings of a lesson. Classroom discussions also explore/assess content/understand from prior lessons.

High stakes in Geography (summative) = Usually embedded in mid unit assessments, end of unit assessments and mocks where the entire content is explored through longer style questions, essays or the construction of a project with an extended piece of writing. Students are expected to fully explore the skills and knowledge exposed within

Teaching Plan:

Topic	Teacher	Time	Paper	Time
Topic 3: Globalisation	Teacher 1	Year 12	2	Autumn 1/2 and Spring 1
Topic 4: Shaping Places (Regenerating Places)	Teacher 1	Year 12	2	Spring 2
NEA	Teacher 1 and 2	Year 12	NEA	Summer 1 and 2
Topic 7: Superpowers	Teacher 1	Year 13	2	Autumn 1
Topic 8: Global Development and Connections (Migration)	Teacher 1	Year 13	2	Autumn 2 and Spring 1
Topic 5: Water Cycle and Insecurity	Teacher 2	Year 12	1	Autumn 1 and Autumn 2
Topic 6: Carbon Cycle and Energy Security	Teacher 2	Year 12	1	Spring 1 and Spring 2
Topic 1: Tectonic Processes and Hazards	Teacher 2	Year 13	1	Autumn 1 and 2
Topic 2: Landscape Systems, Processes and Change (Coastal landscape and change)	Teacher 2	Year 13	1	Spring 1 and 2

Paper 3 learning (Synoptic paper taught indirectly through Paper 1 and 2)	Teacher 1 and 2	Year 12 and 13	3	Throughout the years
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Specialised concepts:

- Sustainability
- Temporal
- Spatial
- Inequality
- Risk
- Causality
- Identity
- Globalisation
- Interdependence

Specialised concepts:

- Mitigation
- Adaptation
- Resilience
- Systems
- Feedback
- Threshold

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