Subject: Geography
Long-term plan: Year 10

Week	Month	Learning Intentions and/or Key Questions
Aut1-1	September	**<u>The challenge of resource management (4 weeks)</u>** **<u>1:</u>** The significance of food, water and energy to economic and social well-being. An overview of global inequalities in the supply and consumption of resources. The changing demand and provision of food to create opportunities and challenges. **<u>2:</u>** The changing demand and provision of water to create opportunities and challenges. The changes in the demand for water, water quality and pollution, supply and demand and water transfer schemes. The changing demand and provision of energy to create opportunities and challenges. The changing energy mix, reduction in fossil fuels and the economic and environmental issues with exploitation of energy sources. **<u>3:</u>** Demand for energy resources is rising globally but supply can be insecure, which may lead to conflict. Impacts of energy insecurity – exploration of difficult and environmentally sensitive areas, economic and environmental costs, food production, industrial output, potential for conflict where demand exceeds supply. **<u>4:</u>** Different strategies can be used to increase energy supply. Overview of strategies to increase energy supply and how we are moving towards a sustainable future. Mini assessment and feedback. Connected curriculum link: Link with science- students look at the difference between renewable and non-renewable sources. Students also have to look at the process of how coil/oil/gas is made and used to create energy. **<u>The changing economic world (3 weeks)</u>** **<u>5:</u>** Different ways of classifying parts of the world according to their level of economic development and quality of life. Different economic and social measures of development: gross national income (GNI) per head, birth and death rates, infant mortality, life expectancy, people per doctor, literacy rates, access to safe water, Human Development Index (HDI). Limitations of economic and social measures. Link between stages of the Demographic Transition Model and the level of development (1)
Aut1-2		
Aut1-3		
Aut1-4		
Aut1-5	October	
Aut1-6		
Aut1-7		

		6: Link between stages of the Demographic Transition Model and the level of development (1). Causes of uneven development: physical, economic and historical. Consequences of uneven development: disparities in wealth and health, international migration. **7:** An overview of the strategies used to reduce the development gap: investment, industrial development and tourism, aid, using intermediate technology, fairtrade, debt relief, microfinance loans.
		Half term holiday
Aut2-1	November	**The changing economic world** **1:** An example (Jamaica) of how the growth of tourism in an LIC or NEE helps to reduce the development gap. Mini assessment and feedback. The location and importance of the country, regionally and globally (Nigeria). **2:** The wider political, social, cultural and environmental context within which Nigeria is placed. The changing industrial structure. The balance between different sectors of the economy. How manufacturing industry can stimulate economic development in Nigeria. the role of transnational corporations (TNCs) in relation to industrial development. Advantages and disadvantages of TNC(s) to the host country **3:** The changing political and trading relationships of Nigeria with the wider world. International aid: types of aid, impacts of aid on the receiving country (Nigeria). The environmental impacts of economic development in Nigeria. The effects of economic development on quality of life for the population. **4:** Mini assessment and feedback on Nigeria. Causes of economic change: deindustrialisation and decline of traditional industrial base, globalisation and government policies. Moving towards a post-industrial economy: development of information technology, service industries, finance, research, science and business parks. **5:** Impacts of industry on the physical environment. An example of how modern industrial development can be more environmentally sustainable. Social and economic changes in the rural landscape in one area of population growth and one area of population decline. Improvements and new developments in road and rail infrastructure, port and airport capacity
Aut2-2		
Aut2-3		
Aut2-4		
Aut2-5		
Aut2-6	December	
Aut2-7		

		6: The north–south divide. Strategies used in an attempt to resolve regional differences. The place of the UK in the wider world. Links through trade, culture, transport, and electronic communication. Economic and political links: the European Union (EU) and Commonwealth. **7:** Revision, assessment and feedback. Connected curriculum link: Link to history: Students in history look at colonisation of Africa and how this impacted on and changed the British Empire. Also, they study Benin, Nigeria. This links to Geography where we study how colonisation impacts the development of a country, specifically Nigeria. Also, links to social sciences can be made where SS looks at why politics is important and how Brexit has impacted on the economic structure of the UK.
		Christmas holiday
Spr1-1 Spr1-2 Spr1-3 Spr1-4 Spr1-5	January	**The challenge of natural hazards** **1:** Natural hazards pose major risks to people and property: Definition of a natural hazard. Types of natural hazard. Factors affecting hazard risk. Earthquakes and volcanic eruptions are the result of physical processes: Plate tectonics theory. Global distribution of earthquakes and volcanic eruptions and their relationship to plate margins. Physical processes taking place at different types of plate margin (constructive, destructive and conservative) that lead to earthquakes and volcanic activity. **2:** The effects of, and responses to, a tectonic hazard vary between areas of contrasting levels of wealth. Primary and secondary effects of a tectonic hazard. Immediate and long-term responses to a tectonic hazard. Use New Zealand and Nepal to show how the effects and responses to a tectonic hazard vary between two areas of contrasting levels of wealth. **3:** Management can reduce the effects of a tectonic hazard. Reasons why people continue to live in areas at risk from a tectonic hazard. How monitoring, prediction, protection and planning can reduce the risks from a tectonic hazard. **4:** Assessment and feedback. Global atmospheric circulation helps to determine patterns of weather and climate: General atmospheric circulation model: pressure belts and surface winds.
Spr1-6	February	

		5: Tropical storms (hurricanes, cyclones, typhoons) develop as a result of particular physical conditions. Global distribution of tropical storms (hurricanes, cyclones, typhoons). An understanding of the relationship between tropical storms and general atmospheric circulation. Causes of tropical storms and the sequence of their formation and development. The structure and features of a tropical storm. How climate change might affect the distribution, frequency and intensity of tropical storms. **6:** Tropical storms have significant effects on people and the environment. Primary and secondary effects of tropical storms. Immediate and long-term responses to tropical storms. Use Typhoon Haiyan to show its effects and responses. How monitoring, prediction, protection and planning can reduce the effects of tropical storms. The UK is affected by a number of weather hazards. An overview of types of weather hazard experienced in the UK.
		Half term holiday
Spr2-1		**The challenge of natural hazards** **1:** Extreme weather events in the UK have impacts on human activity. Study Typhoon Haiyan to illustrate: • causes • social, economic and environmental impacts • how management strategies can reduce risk. Evidence that weather is becoming more extreme in the UK. **2:** Climate change is the result of natural and human factors, and has a range of effects. Evidence for climate change from the beginning of the Quaternary period to the present day. Possible causes of climate change: • natural factors – orbital changes, volcanic activity and solar output • human factors – use of fossil fuels, agriculture and deforestation. Overview of the effects of climate change on people and the environment. **3:** Managing climate change involves both mitigation (reducing causes) and adaptation (responding to change). Managing climate change: • mitigation – alternative energy production, carbon capture, planting trees, international agreements • adaptation – change in agricultural systems, managing water supply, reducing risk from rising sea levels. **4:** Revision, assessment and feedback. Connected curriculum links: Strong link to Science whereby they study the causes of climate change and also the impacts of this. A retrieval practice exercise can be done to inform on how much the
Spr2-2		
Spr2-3	March	
Spr2-4		
Spr2-5		
Spr2-6		

		students already know so that knowledge can be built upon. **<u>The living world (2 weeks)</u>** **<u>5:</u>** Ecosystems exist at a range of scales and involve the interaction between biotic and abiotic components. An example of a small scale UK ecosystem (Epping forest) to illustrate the concept of interrelationships within a natural system, an understanding of producers, consumers, decomposers, food chain, food web and nutrient cycling. The balance between components. The impact on the ecosystem of changing one component. **<u>6:</u>** An overview of the distribution and characteristics of large scale natural global ecosystems. Tropical rainforest ecosystems have a range of distinctive characteristics: The physical characteristics of a tropical rainforest. The interdependence of climate, water, soils, plants, animals and people.
	April	**Easter holiday**
Sum1-1		**<u>The living world</u>** **<u>1:</u>** Tropical rainforest ecosystems have a range of distinctive characteristics: How plants and animals adapt to the physical conditions. Issues related to biodiversity. **<u>2:</u>** Deforestation has economic and environmental impacts: Changing rates of deforestation. A case study of a tropical rainforest (Malaysian rainforest: Borneo) to illustrate: • causes of deforestation – subsistence and commercial farming, logging, road building, mineral extraction, energy development, settlement, population growth • impacts of deforestation – economic development, soil erosion, contribution to climate change. Tropical rainforests need to be managed to be sustainable: Value of tropical rainforests to people and the environment. **<u>3:</u>** Strategies used to manage the rainforest sustainably – selective logging and replanting, conservation and education, ecotourism and international agreements about the use of tropical hardwoods, debt reduction. Hot desert ecosystems have a range of distinctive characteristics: The physical characteristics of a hot desert. The interdependence of climate, water, soils, plants, animals and people. **<u>4:</u>** Hot desert ecosystems have a range of distinctive characteristics: How plants and animals adapt to the physical conditions. Issues related to biodiversity. Development of hot desert environments creates
Sum1-2		
Sum1-3	May	
Sum1-4		
Sum1-5		
Sum1-6		

		opportunities and challenges. A case study of a hot desert (Thar desert) to illustrate: • development opportunities in hot desert environments: mineral extraction, energy, farming, tourism • challenges of developing hot desert environments: extreme temperatures, water supply, inaccessibility. **5:** Areas on the fringe of hot deserts are at risk of desertification. Causes of desertification – climate change, population growth, removal of fuel wood, overgrazing, over-cultivation and soil erosion. Strategies used to reduce the risk of desertification – water and soil management, tree planting and use of appropriate technology. **6:** Revision, assessment and feedback Connected curriculum link: Link to science- in science students study food chains and food webs, students also study the meaning of producers, consumers and decomposers. Students also look at the nutrient and carbon cycles.
	June	**Half term holiday**
Sum2-1		**Physical landscapes (Coasts)** **1:** The UK has a range of diverse landscapes: An overview of the location of major upland/ lowland areas and river systems. Wave types and characteristics. What are the different weathering processes- mechanical and chemical? What are the different types of mass movement- sliding, slumping and rock falls? **2:** The coast is shaped by a number of physical processes: What are the different types of erosion- hydraulic power, abrasion and attrition. How is material transported- longshore drift? Why is sediment deposited in coastal areas? How geological structure and rock type influence coastal forms. Characteristics and formation of landforms resulting from erosion – headlands and bay? **3:** Characteristics and formation of landforms resulting from erosion –cliffs and wave cut platforms, caves, arches and stacks. Characteristics and formation of landforms resulting from deposition – beaches, sand dunes, spits and bars. An example (Swanage Bay) of a section of coastline in the UK to identify its major landforms of erosion and deposition. **4:** Different management strategies can be used to protect coastlines from the effects of physical processes: The costs and benefits of the following management strategies: • hard engineering – sea walls, rock armour, gabions and groynes • soft engineering – beach nourishment and
Sum2-2		
Sum2-3		
Sum2-4		
Sum2-5	July	
Sum2-6		
Sum2-7		

		reprofiling, dune regeneration • managed retreat – coastal realignment. **5:** Field work to Herne Bay to look at the how they protect the coast using coastal management. One lesson is needed prior to this to go through what the students are doing on the fieldwork day. **6:** Fieldwork studies: Student evaluate the success of the aims, location, data collection, data presentation, data conclusions. **Field work (2 weeks)** **Visit to Herne Bay to study coastal management.**

Subject: Geography
Long-term plan Year 11

Week	Month	Learning Intentions and/or Key Questions
Aut1-1	September	**Physical landscapes (Rivers) 5 weeks** **1:** The shape of river valleys changes as rivers flow downstream: The long profile and changing cross profile of a river and its valley. Fluvial processes: • erosion – hydraulic action, abrasion, attrition, solution, vertical and lateral erosion • transportation – traction, saltation, suspension and solution • deposition – why rivers deposit sediment. **2:** Distinctive fluvial landforms result from different physical processes. Characteristics and formation of landforms resulting from erosion – interlocking spurs, waterfalls and gorges. Characteristics and formation of landforms resulting from erosion and deposition – meanders and ox-bow lakes. Characteristics and formation of landforms resulting from deposition – levées, flood plains and estuaries **3:** An example (River Tees) of a river valley in the UK to identify its major landforms of erosion and deposition. How physical and human factors affect the flood risk – precipitation, geology, relief and land use. The use of hydrographs to show the relationship between precipitation and discharge. **4:** Different management strategies can be used to protect river landscapes from the effects of flooding. The costs and benefits of the following management strategies: • hard engineering – dams and reservoirs, straightening, embankments, flood relief channels • soft engineering – flood warnings and preparation, flood plain
Aut1-2		
Aut1-3		
Aut1-4		
Aut1-5	October	
Aut1-6		
Aut1-7		

		zoning, planting trees and river restoration. An example (Banbury) of a flood management scheme in the UK to show: • why the scheme was required • the management strategy • the social, economic and environmental issues. **5:** Revision, assessment and feedback. **Urban issues and challenges (2 weeks)** **1:** A growing percentage of the world's population lives in urban areas. The global pattern of urban change. Urban trends in different parts of the world including HICs and LICs. Factors affecting the rate of urbanisation – migration (push–pull theory), natural increase. The emergence of megacities. **2:** Urban growth creates opportunities and challenges for cities in LICs and NEEs. A case study of Rio De Janeiro: • the location and importance of the city, regionally, nationally and internationally • causes of growth: natural increase and migration. How urban growth has created opportunities in Rio: • social: access to services – health and education; access to resources – water supply, energy • economic: how urban industrial areas can be a stimulus for economic development.
		Half term holiday
Aut2-1 Aut2-2 Aut2-3 Aut2-4 Aut2-5	November	**Urban issues and challenges** **1:** How urban growth has created challenges in Rio: • managing urban growth – slums, squatter settlements • providing clean water, sanitation systems and energy • providing access to services – health and education • reducing unemployment and crime • managing environmental issues – waste disposal, air and water pollution, traffic congestion. An example of how urban planning is improving the quality of life for the urban poor. **2:** Mid unit assessment and feedback. Overview of the distribution of population and the major cities in the UK. **3:** A case study of a major city (Bristol) in the UK to illustrate: • the location and importance of the city in the UK and the wider world • impacts of national and international migration on the growth and character of the city. How urban change has created opportunities in Bristol: • social and economic: cultural mix, recreation and entertainment, employment, integrated transport systems • environmental: urban greening. **4:** How urban change has created challenges in Bristol: • social and economic: urban deprivation, inequalities in housing, education, health and employment • environmental: dereliction, building on brownfield and greenfield sites, waste disposal • the impact of urban sprawl
Aut2-6 Aut2-7	December	

		on the rural–urban fringe, and the growth of commuter settlements. An example of an urban regeneration project to show: • reasons why the area needed regeneration • the main features of the project. **5:** Urban sustainability requires management of resources and transport. Features of sustainable urban living: • water and energy conservation • waste recycling • creating green space. **6:** How urban transport strategies are used to reduce traffic congestion. Revision. **7:** Mock and feedback.
		Christmas holiday
Spr1-1 Spr1-2 Spr1-3 Spr1-4 Spr1-5	January	**Spring 1** **1:** Fieldwork to Bristol to look at regeneration projects**.** One lesson is needed prior to this to go through what the students are doing on the fieldwork day. **2:** Fieldwork studies: Student evaluate the success of the aims, location, data collection, data presentation, data conclusions. **3,4,5,6:** Revision: We will focus on exam technique and skills that need to be practiced. Students will have time to make sure they have caught up on any work missed.
Spr1-6	February	
		Half term holiday
Spr2-1 Spr2-2		**1,2,3,4: Issue evaluation:** A resource booklet will be available twelve weeks before the date of the exam so that students have the opportunity to work through the resources, enabling them to become familiar with the material. Students will not be allowed to take the original resource booklet into the examination room but will be issued with a clean copy in the exam. Sources could include maps at different scales, diagrams, graphs, statistics, photographs, satellite images, sketches, extracts from published materials, and quotes from different interest groups. Students will develop a critical perspective on the issue(s) studied, consider the points of view of the stakeholders involved, make an appraisal of the advantages and disadvantages, and evaluate the alternatives.
Spr2-3 Spr2-4 Spr2-5 Spr2-6	March	

		Connected curriculum link: Skill link with history- in history a large majority of their marks is by analysing sources. This particular part of the exam in Geography is based around the skill of using a resource to answer questions. Techniques used in history can be implemented in Geography. **5 &6:** Revision: We will focus on exam technique and skills that need to be practiced. Students will have time to make sure they have caught up on any work missed.
	April	**Easter holiday**
Sum1-1		**Revision before and between exams.**
Sum1-2		
Sum1-3	May	
Sum1-4		
Sum1-5		
Sum1-6		
	June	**Half term holiday**
Sum2-1		
Sum2-2		
Sum2-3		
Sum2-4		
Sum2-5	July	
Sum2-6		

Sum2-7		