Curriculum Overview – Geography

Cottingham High School

THE CONSORTIUM ACADEMY TRUST

Shaping Positive Futures

Introduction

This document outlines the curriculum and key considerations including:

- Aims and purpose
- Alignment with the whole school provision and curriculum intent
- A summary programme of study which includes sequencing of taught content

We use the National Curriculum as our statutory foundation and broadly share its principles and aims including:

- 'To provide pupils with an introduction to the essential knowledge that they need to be educated citizens. To introduce pupils to the best that has been thought and said and help engender an appreciation of human creativity and achievement'.
- To prepare students to be confident in themselves, to have a fulfilled and successful life beyond our school – one where they contribute positively to society.
- Our statutory curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term, and year to range beyond statutory specifications.
- Provision of a framework of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.
- The wider school curriculum includes an extensive range of opportunities and activities that are routinely available to students, are inclusive and reflect our diverse community.

Numeracy and literacy

Teachers should take opportunities to develop pupils' mathematical fluency, spoken language, reading, writing and vocabulary within their specific discipline and in line with the expectations laid out in our school curriculum statement.

Purpose of study

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time. DFE 2013

Curriculum Aims

During their time at Cottingham High School, all Geography learners will become:

- Location experts
- Landscape Interpreters
- Eagle-Eyed Analysers
- Curious Cartographers
- Synoptic Linkers
- Divergent Thinkers
- Active Investigators
- Active Global and Local Citizens

During the study of Geography at Cottingham High School all learners will have opportunities to develop a sense of empathy as they explore their role as global citizens. Learners will consider other people's backgrounds and individual geographies as they better understand their place in the world by becoming Location Experts and Divergent Thinkers. As learners study the subject, they will gain greater awareness of our planet and develop a life-long curiosity for both places and processes as they become Landscape Interpreters and Active Investigators.

To achieve within Geography, learners will develop a wide range of skills that enable them to confidently interpret a variety of figures and landscapes. Learners will develop the ability to analyse and interpret accurately as Eagle-Eyed Analysers and Curious Cartographers and will confidently evidence their findings. Learners will be taught how to 'Think like a Geographer' as Synoptic Linkers and will piece together both taught content and their own experiences of the world. Learners will be able to use their inquisitive minds outside the classroom by being Active Investigators, collecting fieldwork data accurately and forming logical conclusions.

To be successful beyond their time in the classroom, our Geographers will be able to bring all the above together to understand their place in the world. Learners will know how to be Active Global and Local Citizens and recognise that their actions matter and shape the future of the planet. Learners will understand how to make sustainable life choices and will be able to contribute to society confidently, with empathy and skill.

Key Geographical Concepts

We recognize that Geography can be broken down into Key concepts. In our curriculum, these are: -

- Geographical skills
- Time and Place
- Scale
- Diversity
- Interconnection
- Processes
- Interpretation
- Sustainability

Building on prior learning

By the end of Key Stage 2, students should have knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This should include the location and characteristics of a range of the world's most significant human and physical features. They should have developed their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America
- Students can describe and understand Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- Students can describe and understand Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
- Students should be able to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- Students should be able to use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- Students can use fieldwork to observe, measure, record and present the human and physical features in the area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

What are the knowledge and skills gaps?

- Map skills – these can be inconsistent between learners - some are very well developed, but others are more limited
- Reading and using grid references
- Data interpretation, using maps and graphs
- Geography enquiry – recording and presenting data and findings
- Geography enquiry – applying disciplinary knowledge to evaluate evidence and inform decisions

Curriculum Structure

At Cottingham High School we design our curriculum to develop students' knowledge of key geographical concepts that thread throughout our curriculum from Y7 to Y11. These concepts are interwoven throughout our Key Stage 3 and Key Stage 4 schemes of learning and provide students with a framework to make synoptic links between the different topics they encounter.

We break on content down into 5 key areas: -

- Locational knowledge
- Place Knowledge
- Physical Geography
- Human Geography
- Geographical Skills and Fieldwork

<table>
<tr><th>Content Area</th><th>Subject Content</th><th>Geographical Skills</th></tr>
<tr><td>Locational knowledge</td><td>Extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on,
Africa
Russia
Asia (including China and India)
The Middle East
Focus on their environmental regions,
Polar
Hot deserts
Key physical and human characteristics, countries and major cities</td><td rowspan="3">Cartographic skills:
Use and understand gradient, contour and spot height on OS maps and other isoline maps (e.g. weather charts, ocean bathymetric charts)
Interpret cross sections and transects
Use and understand coordinates, scale and distance
Describe and interpret geo-spatial data presented in a GIS framework
Graphical skills:
Select and construct appropriate graphs and charts to present data, using appropriate scales and including bar charts, pie charts, pictograms, line charts, histograms with equal class intervals
Interpret and extract information from different types of graphs and charts including any of the above and others relevant to the topic (e.g. triangular graphs, radial graphs, wind rose diagrams, proportional symbols)
Interpret population pyramids, choropleth maps and flow-line maps
Numerical skills:
Demonstrate an understanding of number, area and scale and the quantitative relationships between units
Design fieldwork data collection sheets and collect data with an understanding of accuracy, sample size and procedures, control groups and reliability
Understand and correctly use proportion and ratio, magnitude, frequency (e.g. 1:200 flood events) and logarithmic scales
Draw informed conclusions from numerical data</td></tr>
<tr><td>Place Knowledge</td><td>Understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia</td></tr>
<tr><td>Physical geography</td><td>Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in: physical geography relating to: geological timescales and plate tectonics
Rocks, weathering and soils
Weather and climate, including the change in climate from the Ice Age to the present
Glaciation, hydrology and coasts</td></tr>
</table>

Human Geography	Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in: human geography relating to: • Population and urbanisation • International development • Economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources • Understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems	Statistical skills: • Use appropriate measures of central tendency, spread and cumulative frequency (median, mean, range, quartiles and inter-quartile range, mode and modal class) • Calculate percentage increase or decrease and understand the use of percentiles • Describe relationships in bivariate data: sketch trend lines through scatter plots; draw estimated lines of best fit; make predictions; interpolate and extrapolate trends • Be able to identify weaknesses in selective statistical presentation of data Literary skills: • Developing subject specific vocabulary to enable learners to identify and name key features and processes • Using language effectively to describe trends and patterns • Explaining how human and physical processes lead to features and phenomena • Examining source materials to support explanations of specific processes and phenomena • Assessing differing viewpoints and/or evidence to form judgements
Geographical skills and fieldwork	• Build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field. Interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs. • Use Geographical Information Systems (GIS) to view, analyse and interpret places and data. • Use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.	

Vocabulary

Having a rich, ambitious, broad vocabulary is vital for learners to succeed, both in school and throughout their lives. Tier 1 vocabulary is the simplest. These are the words we use in everyday conversation, such as “put”, “get”, “walk”, etc. Tier 2 vocabulary are challenging, ambitious words that don’t usually crop up in day-to-day conversation. These are the words that allow learners to access academic texts, such as high-level literature, newspaper articles and exam papers.

Tier 2 geography vocabulary – cause, effect, response, source, resource, primary, secondary, social, economic, environmental, political, identify, name, state, give, define, describe, compare, explain, examine, assess, evaluate, discuss, sustainability, development, impact, consequences, scale, global, interconnections, frequency, trend, anomaly, evidence, distribution, calculate, complete, complete, justify, outline, suggest.

Tier 3 vocabulary is the subject-specific vocabulary of a particular discipline. These are words that are uncommon outside of the context of a specific subject and enable learners to communicate effectively within the subject. At Cottingham High School, tier 3 vocabulary is explicitly taught across our school curriculum and is mapped within the schemes of learning. Key tier 3 terms associated with specific topics are indicated below.

Key Subject Skills

Assessment Objective	Descriptor
A01 15%	Demonstrate knowledge of locations, places, processes, environments and different scales
A02 25%	Demonstrate geographical understanding of concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes
AO3 35%	Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements (35%, including 10% applied to fieldwork context(s)).
AO4 25%	Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings (25%, including 5% used to respond to fieldwork data and context(s)).

Assessment

Formative assessment is used throughout the year to check learners' knowledge and understanding, using feedback techniques including exit tickets and end of topic quizzes. Summative assessment is calendared at curriculum end points within each academic year and is conducted more formally.

Year	Assessment Window	Assessment Objectives	Topics to be assessed
7	Autumn	AO1/AO2/A03	Map Skills / Hazards
	Spring	AO1/AO2/A03/	Trust document
	Summer	Gap assessment	Trust document
8	Autumn	AO1/AO2/A03	What is Happening beneath my feet? / Why is the Weather so extreme? 2025/26 only
	Spring	AO1/AO2/A03	Rivers
	Summer	Gap assessment	Coasts / Glaciation
9	Autumn	AO1/AO2/A03	Net Zero and Globalization 2025/26 only
	Spring	AO1/AO2/A03	Living World 2025/26 only
	Summer	Gap assessment	
10	Autumn	AO1/AO2/A03	End of topic Living World
	Spring	AO1/AO2/A03	End of Topic Natural Hazards
	Summer	AO1/AO2/A03	Paper 1 – Living World / Natural Hazards / Urban Issues and Challenges
11	Autumn	AO1/AO2/A03	Paper 1 - Living World / Natural Hazards/Physical Landscapes in the UK Paper 2 - Urban Issues and Challenges/ Resource Management
	Spring	AO1/AO2/A03	Paper 1 - Living World / Natural Hazards/Physical Landscapes in the UK Paper 2 - Urban Issues and Challenges/ Resource Management/Changing Economic World
	Spring 2	AO1/AO2/A03/AO4	Paper 3 – Fieldwork/Unseen fieldwork and Pre-release document

Curriculum Sequencing

Key Stage 3: Year 7 – Long Term Planning

	Autumn term	Spring term	Summer term
Knowledge	**Map Skills** • What is geography? • Direction and sketch maps – the Great Barrier Reef • Scale and distance – Antarctica • Measuring distance – The Ganges • 4 figure grid references – Rio de Janeiro • 6 figure grid references – Victoria Falls • Measuring height – Mt St Helens • Cross sections – Mt St Helens • Map symbols – Bridlington **Hazards** • Categorising hazards and exploring hazard risk • Structure of the earth • Earthquakes, plate margins, earthquake distribution and preparation • The causes, effects, and responses to the Nepal earthquake • Volcanic features and hazards • The causes, effects, and response to the Eyjafjallajökull eruption • The formation of tropical storms • The causes, effects, and responses to Hurricane Irma • Tsunami formation • The causes, effects and responses to the Sulawesi tsunami • Yellowstone supervolcano	**Geography of the UK** • The location of the UK • Features between Land's End and John O'Groats • Climate of the UK • Population of the UK • Migration to the UK • Jobs in the UK • UK economy • UK in the wider world • The UK demographic transition model • Temperate deciduous forests **Extreme Environments** • The physical geography of Antarctica • Human life in Antarctica • How animals adapt to the conditions of Antarctica • Antarctica's importance and the Antarctic treaty • The physical geography of tropical rainforests • Rainforest tribes and threats • Tropical rainforest importance • The physical geography of mountain ranges • Mount Everest decision making exercise • The physical characteristics of avalanches, the causes and effects • The physical geography of hot deserts • Animal adaptations in hot deserts	**Asia** • The physical geography of Asia • India monsoon • Tourism in China • Hong Kong homes • The opportunities and challenges of tourism in Thailand • The hazardous environment of Indonesia • Fashion in Asia • Population demographics in Cambodia (the Khmer Rouge) • Technology in Japan • The Rohingya crisis • Hazards in the Philippines • Singapore's economy • Contrasting environments – North Korea and South Korea **Weather and Climate** • Weather and climate and the effects on human activities • Forecasting the weather • Rain and cloud formation • Microclimates of Wolfreton school • Weather across the world • Extreme weather across the world • Extreme weather in the UK

	• Wildfires		• Tornado formation, the global distribution of tornadoes and tornadoes in North America (Tornado Alley) • Tornado impacts, monitoring, preparing, and planning • The opportunities provided by tornado - storm chasers • The causes and effects of drought • The causes and effects of the 2018 heatwave
Skills – links to the disciplinary concepts	Reading and interpreting a range of graphs, maps and images Understand how to apply these skills: to being able to use and interpret a range of resources and apply their knowledge to a range of commands.	Examine information to be able to explain and evaluate contemporary issues. Understand how to apply these skills: to being able to use and interpret a range of resources and apply their knowledge to a range of commands.	Examine information to be able to explain and evaluate contemporary issues. Understand how to apply these skills: to being able to use and interpret a range of resources and apply their knowledge to a range of commands.
Tier 3 Vocabulary	**Map Skills** human geography physical geography environmental geography lines of latitude scale distance cross section **Hazards** natural hazard tectonic hazard conservative constructive collision destructive atmospheric hazard hazard risk HIC LIC	**Geography of the UK** physical geography human geography relief climate population density migration immigrant emigrant refugee economic migrant internal migrant primary sector secondary sector tertiary sector quaternary sector economic distribution poverty **Extreme Environments**	**Asia** monsoon tourism ethical tourism population pyramid civil war communism superpower multi-hazardous environment development **Weather and Climate** weather climate air pressure convectional rainfall relief rainfall frontal rainfall cirrus cumulus

	Urbanisation distribution focus seismic waves epicentre subsistence farmers caldera glacier tropical storm tsunami wave shoaling super volcano fissures geothermal geyser hot spot	precipitation climate katabatic winds elevation adaptation physical changes behavioural changes indigenous biodiversity avalanche powder slab distribution	stratus nimbus cloud seeding prevailing winds aspect altitude latitude microclimate extreme weather drought heatwave tornado hurricane

Key Stage 3: Year 8 – Long Term Planning

	Autumn term	**Spring term**	**Summer term**
Knowledge	**Russia** • Introduction to Russia • Russia with Simon Reeve • Climate in Russia • Animal adaptations • Population decrease • Yakutia migration • Russia World Cup • Chernobyl • The Nenets • Threats to the Taiga Forest • Russia and conflict • Russia's natural resources • Tourism in Russia • The Space Race	**The Middle East** • Location of the Middle East • Perceptions of the Middle East • The Syrian Refugee crisis • Oil in the Middle East • Wealth in the Middle East • Poverty in Dubai • Qatar World Cup • Afghanistan • Afghanistan. Then and now • Israel and Palestine conflict • Is Dubai a sustainable city? • Population distribution in the Middle East **Glaciation**	**Global Development** • Introduction to development • World development • Population • Causes of poverty in Sierra Leone • Squatter settlements • Mexico migration • Poverty in a HIC (Las Vegas) • Reducing the development gap • Windrush migration • Colonialism in Haiti and India • Globalisation • Tesco as a TNC • Globalisation and Nike • Fast fashion

	Geography of the Environment • Introduction to environmental geography • Climate change • Australia bushfires • Carbon future • Wind farms • Oceans and plastic pollution • Sustainable tourism • Wilderness areas under threat • Landmines • The Mariana Trench • Climate change in Bangladesh • Dharavi slums (waste pollution) • Pollution in China	• What are glaciers? • Glacial erosion • Glacial deposition • Living in a glacial environment • People and glacial landforms • Lake District tourism • Norwegian fjords • Glaciers and climate change • Tundra (adaptations) • Alaska • Geographical Information Systems (GIS) – glaciation past and present	**Plastic Pollution** • The Great Pacific Garbage Patch • Plastic pollution • Kenya tourism and plastic • Dealing with plastic waste • UK plastic waste management • Planning plastics fieldwork • Plastics fieldwork in school • Plastics fieldwork – fieldtrip • Plastics DME • Drowning in plastic • Plastic pollution in Vietnam • Henderson Island
Skills – links to the disciplinary concepts	Examine information to be able to explain and evaluate contemporary issues. Understand how to apply these skills: to being able to use and interpret a range of resources and apply their knowledge to a range of commands.	Examine information to be able to explain and evaluate contemporary issues. Understand how to apply these skills: to being able to use and interpret a range of resources and apply their knowledge to a range of commands.	Examine information to be able to explain and evaluate contemporary issues. Understand how to apply these skills: to being able to use and interpret a range of resources and apply their knowledge to a range of commands.
Tier 3 Vocabulary	**Russia** biome adaptation population density population pyramid migration push factor pull factor taiga forest natural resource **Geography of the Environment** environmental geography climate change	**The Middle East** **Glaciation** ice age glacial period interglacial period Pleistocene glacier glaciation accumulation ablation zone of accumulation zone of ablation glacial budget	**Global Development** absolute poverty relative poverty Human Development Index (HDI) population population density densely populated sparsely populated population distribution squatter settlement migration international migration immigrant emigrant

	global warming primary impacts secondary impacts bushfires carbon footprint renewable turbine sustainable tourism wilderness	system erosion plucking abrasion freeze thaw corrie tarn pyramidal peak aretes transportation bulldozing deposition till erratic moraine drumlin	forced migration refugee voluntary migration push factor pull factor development gap aid colonialism colonies imperialist reparations globalisation interdependence Transnational Corporation (TNC) trade culture communication **Plastic Pollution** pollution sustainable micro plastics waste management

2025-26 Adjustments

As we transition to a trust wide Key Stage 3, Year 8 will complete the following units during 2025/26 only

- What is happening beneath my feet? (Geological time periods/Tectonic hazards)
- Why is the Weather so Extreme?
- Hydrosphere (Rivers/Coasts/Glaciation)

Key Stage 3: Year 9 – Long Term Planning

	Autumn term	**Spring term**	**Summer term (starting GCSE)**
Knowledge	**Natural resources** • What is a natural resource? • Water as a resource • Food as a resource – where does our food come from?	**Africa** • Introduction to Africa • Africa population • African countries development • Climates and biomes of Africa	**Coasts** • Students will understand that the UK has a range of diverse landscapes. • Students will investigate the physical processes shaping the coast

	• Energy as a resource • What is renewable energy? • Fracking – The Future? • Sustainable schools – Eco-friendly Education? • Renewable cities – Copenhagen • Conflict in the South China Sea • Water conflict in Bolivia • Water conflict in The Aral Sea • Beef - farming. Should we be vegetarian? • Food insecurity in Somalia • Is shrimp farming sustainable? **The Tropics** • Introduction and the Great Barrier Reef • Borneo and endangered animals • The Citarum River • The Maldives • Bolivia • Somalia pirates • Equator from the air • India • Jamaica tourism • Middle East • The geography of cruise ships	• The Sahel • Poverty in Ghana • Urbanisation in Ethiopia • Trade between China and Africa • Semi-arid grasslands • Drought in the Horn of Africa • Maasai tribe • Mount Nyiragongo eruption • Rwanda genocide **Issue Evaluation Decision Making Exercise (DME)** Students will use analytical skills to complete a decision making exercised based on tourism in Bridlington. • Bridlington tourism • Positives of Bridlington tourism • Negatives of Bridlington tourism • DME Bridlington tourism	• They will understand coastal landforms are the result of rock type, structure, and physical processes • They will find out about different management strategies can be used to protect coastlines from the effects of physical processes – Holderness Coast example **Rivers** • Students investigate how the shape of river valleys change as rivers flow downstream. • Students will explore the range of different physical processes which create river landforms. • They will evaluate a variety of management strategies which can be used to protect river landscapes from the effects of flooding – York example
Skills – links to the disciplinary concepts	Examine information to be able to explain and evaluate contemporary issues. Understand how to apply these skills: to being able to use and interpret a range of resources and apply their knowledge to a range of commands.	Examine information to be able to explain and evaluate contemporary issues. Understand how to apply these skills: to being able to use and interpret a range of resources and apply their knowledge to a range of commands.	Examine information to be able to explain and evaluate contemporary issues. Understand how to apply these skills: to being able to use and interpret a range of resources and apply their knowledge to a range of commands.
Tier 3 Vocabulary	**Natural Resources** natural resources renewable non-renewable water surplus	**Africa** colonies imperialist Human Development Index (HDI) biome	**Coasts** fetch swash backwash constructive wave

	water deficit imports exports food miles carbon footprint fracking sustainable food insecurity **Exploring the Tropics** coral reef coral coastal protection coral bleaching physical characteristics biodiversity pollution atoll globalisation interdependence megacity mitigation adaptation hotspot plume	hot desert savanna rainforest deciduous woodland Sahel desertification poverty urbanisation **Issue Evaluation** tourism the multiplier effect social economic environmental demographics stakeholders	destructive wave weathering mass movement erosion transportation deposition coastal management hard engineering soft engineering conflict **Rivers** erosion transportation deposition meander oxbow lake flood plain levee estuary flood risk infiltration surface runoff flood risk hard engineering soft engineering

2025-27 Adjustments

As we transition to a trust wide Key Stage 3, Year 8 will complete the following units during 2025/26 only

- Net zero and Gloablization
- Living World (GCSE Trial unit)
- Global development*
- Plastic Pollution*
- Natural resources*

*= trail of Trust wide unit

Key Stage 4 - GCSE Geography

Through the two years of study we take an approach to deliver the units as follows. Firstly, we complete 2 units from paper one. This is to allow us to assess properly at various stages of year 10 and year 11. These units are followed up with two units from paper 2 for the same reason, this means that students can then complete a full paper one in November of year 11 and a full paper two in February of year 11. Fieldwork is also built in inappropriate points within the course, usually fitting within the end of year 10 and start of year 11, this is revisited around the Easter time of year 11 to ensure the most recent fieldwork experience is fresh in the minds of students.

Key Stage 4 Year 10 – Long Term Planning – AQA GCSE Geography

	Autumn term	**Spring term**	**Summer term**
Knowledge	**Living World** Ecosystems exist at a range of scales and involve interaction between living and non-living components. Tropical rainforests • Tropical rainforests have distinctive environmental characteristics • Deforestation has economic and environmental impacts – Amazon example • Tropical rainforests need to be managed to be sustainable Hot deserts • Hot deserts have distinctive environmental characteristics • Development of hot deserts creates opportunities and challenges – Thar Desert example • Areas on the fringe of hot deserts are at the risk of desertification – Sahel example **Natural Hazards** Natural hazards pose risks to people and property. Tectonic hazards • Physical processes that lead to earthquakes and volcanic eruptions • Effects and responses to earthquakes in a LIC (Haiti) and a HIC (New Zealand) • Management strategies to reduce the effects of tectonic hazards	**Urban issues and challenges** The urban world • A growing percentage of the world's population live in urban areas • Urban growth creates opportunities and challenges for LIC and NEE countries – Rio de Janeiro, Brazil example Urban change in the UK • Urban change in UK cities leads to a range of social, economic and environmental opportunities and challenges – London example Sustainable urban development • Urban sustainability requires management of resources and transport Paper 3 Fieldwork • Theoretical fieldwork techniques and purpose	**Resource Management** Resource management • Food, water and energy are fundamental to human development • The changing demand and provision of resources in the UK creates opportunities and challenges Energy management • Demand for energy resources is rising globally but supplies can be insecure, creating conflict • Different strategies can be used to increase energy supply – Chambamontera, Peru (example)

	Weather hazards • Global atmospheric circulation determines weather patterns and climate • Tropical storms develop as a result of specific physical conditions • Tropical storms have significant effects on people and environments – Typhoon Haiyan example • The UK is affected by a number of weather hazards • Extreme weather events in the UK have impacts on human activity – Storm Jorje example Climate change • Climate change is the result of human and physical factors and has a range of effects • Managing climate change involves both mitigation and adaptation		
Skills	Use of qualitative and quantitative data from both primary and secondary sources to obtain, illustrate, communicate, interpret, analyse and evaluate geographical information. Applying cartographic (atlas and OS maps) and graphical skills to recognise and describe distributions and patterns.	Use of qualitative and quantitative data from both primary and secondary sources to obtain, illustrate, communicate, interpret, analyse and evaluate geographical information. Applying graphical skills to recognise and describe distributions and patterns through a variety of graphs and maps. Applying numerical skills to collect, analyse and draw conclusions from data.	Use of qualitative and quantitative data from both primary and secondary sources to obtain, illustrate, communicate, interpret, analyse and evaluate geographical information. Applying graphical skills to recognise and describe distributions and patterns through a variety of graphs and maps.

Key Stage 4: Year 11 – Long Term Planning

	Autumn term	Spring term	Summer term
Knowledge	**UK Physical Landscapes (recap from Y9)** The UK has a range of diverse landscapes. UK coastal landscapes • The coast is shaped by physical processes • Coastal landforms are the result of rock type, structure and physical processes • Different management strategies can be used to protect coastlines from the effects of physical processes – Holderness Coast example UK river landscapes • The shape of river valleys changes as rivers flow downstream • River landforms are the result of different physical processes • Different management strategies can be used to protect river landscapes from the effects of flooding – York example	**Changing Economic World** The development gap • Global variations in economic development and quality of life • A range of strategies exist for reducing the global development gap Case study: Nigeria, a NEE • Nigeria is experiencing rapid economic development which leads to social, environmental and cultural change The changing UK economy • Major changes in the UK economy have affected employment patterns and regional growth and will continue to do so in the future	Paper 3 Fieldwork and pre-release material • Theoretical fieldwork techniques and purpose • Preparation for the synoptic decision making exercise (DME)
Skills	Use of qualitative and quantitative data from both primary and secondary sources to obtain, illustrate, communicate, interpret, analyse and evaluate geographical information. Applying graphical skills to recognise and describe distributions and patterns through a variety of graphs and maps.	Use of qualitative and quantitative data from both primary and secondary sources to obtain, illustrate, communicate, interpret, analyse and evaluate geographical information. Applying graphical skills to recognise and describe distributions and patterns through a variety of graphs and maps.	Use of qualitative and quantitative data from both primary and secondary sources to obtain, illustrate, communicate, interpret, analyse and evaluate geographical information. Applying cartographic (atlas and OS maps) and graphical skills to recognise and describe distributions and patterns.

			Applying graphical skills to recognise and describe distributions and patterns through a variety of graphs and maps.