Geography Curriculum Intent Map 2021-22

SUBJECT:	Geography (NDA)

Curriculum Intent

At North Durham Academy we aim to ensure the curriculum stimulates an interest in and a sense of awe and wonder about places for all learners. Our curriculum helps young people make sense of a complex and dynamically changing world. It explains where places are, how places and landscapes are formed, how people and their environment interact, and how a diverse range of economies, societies and environments are interconnected. It builds on pupils' own experiences to investigate places at all scales, from the personal to the global.

Our Geography curriculum carefully considers 4 main strands to build a broad and balanced, ambitious and well sequenced curriculum which supports individual students to progress and achieve, regardless of ability or background. The 4 strands are:-

1. Carefully sequenced lessons to allow key concept, knowledge and skill acquisition to prepare students for future examinations but also nurture them as geographers of the future
2. National Curriculum requirements are met.
3. Opportunities to develop cultural capital to demonstrate cultural awareness, knowledge and competence
4. Adapted Curriculum based on context of students and their community.

Aims: National Curriculum

Pupils should consolidate and extend their knowledge of the world's major countries and their physical and human features. They should understand how geographical processes interact to create distinctive human and physical landscapes that change over time. In doing so, they should become aware of increasingly complex geographical systems in the world around them. They should develop greater competence in using geographical knowledge, approaches and concepts [such as models and theories] and geographical skills in analysing and interpreting different data sources. In this way pupils will continue to enrich their locational knowledge and spatial and environmental understanding.

Pupils should be taught to:

Locational knowledge

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), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities

Place knowledge

understand geographical similarities, differences and links between places through the study of the human and physical geography of a region in Africa and a region in Asia

Human and physical geography

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; and glaciation, hydrology and coasts

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 the effective functioning of natural systems

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.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7 (breadth)	**Topic**: Where do we live and why? ***Knowledge:*** 1. What is geography? 2. What is the UK? KPI 3. Where are the continents and oceans? 4. Who are we? (ME) (I) (A) 5. What is Britishness? 6. How do we use maps? KPI 7. How do we locate places on maps? 8. Why is Stanley important? ***Skills*** map work, locating places and a range of physical and human features. **Assessment** KPI – Lesson 2 and 6 **KPI's:** **Lesson 2** A wide range of physical and human features identified on your map of the UK ✓ Written description to describe the landscape using place names, compass points and a range of geographical vocabulary **Lesson 6 'How Do We Use Maps?** ✓ Accurately completed sketch map using a wide range of OS symbols appropriately ✓ Map is coloured correctly using standard convention ✓ Includes basic scale on map ✓ Annotated sketch map **Links to National Curriculum** Geographical skills and fieldwork	**Topic:** Weather and climate ***Knowledge:*** 1. What is the difference between weather and climate? 2. What are the major climate zones KPI (3. What is Britain's climate like? 4. What weather do depressions bring? 5. How do we show weather on a map? 6. What is extreme weather? 7+8 How do hurricanes form? KPI (I) 9. What is climate change and how can it effect us? (A, AS, I) ***Skills*** *completion of graphs and maps, map reading, categorising effects, descriptions, explanation* **Assessment** KPI – Lesson 2 and 7/8 **KPI's** **Lesson 2 'What Are The Major World Climate Zones?'** ✓ Biomes are located and described thoroughly using a range of geographical vocabulary ✓ Detailed links to vegetation in each biome ✓ Explanation of why each biome is located where it is detailed **Lesson 7/8 – 'How Do Hurricanes Form and What Are The Effects'** ✓ Full explanation of hurricane formation correctly sequenced with supporting diagram	Topic: Tropical rainforests ***Knowledge:*** 1. What do rainforests look like? 2. What is the climate like in the rainforest? 3. Why are rainforests important? KPI 4. Why is deforestation happening? 5. Who lives in the Amazon? 6. Who should own the rainforest? KPI 7. How can rainforests be managed? 8. How can ecotourism protect the rainforest? ***Skills*** *location, climate graph creation, decision making, descriptions, explanation* **Assessment** KPI – Lesson 3 and 6 **KPI's:** **Lesson 3 'Why Are The Rainforests Important?'** ✓ Evaluate the importance of rainforests ✓ Discuss other people's opinions and why they might vary ✓ Use a wide range of facts and figures appropriately to support your points ✓ Geographical vocabulary is used to a high standard **Lesson 6 – 'Who Should Own The Rainforest?'** ✓ Analyse and discuss in detail who should own the rainforest ✓ Evaluate and prioritise reasons for ownership of the rainforest using	**Topic**: Amazing Africa ***Knowledge:*** 1. What countries are in Africa? (A) 2. What is the physical geography of Africa like? 3. What is it Like in the Sahara Desert? 4. What are the barriers to development in Africa? 5. How developed is Kenya? KPI 6. What is life like for people living in Kenya? 7. How does aid help people in African countries develop? 8. What is fair trade? 9. How can tourism help a country develop? KPI ***Skills*** *annotation, decision making, location, graph and map completion / construction. descriptions, explanation* **Assessment** KPI – Lesson 5 and 9 **KPI's** **Lesson 5 'How Developed Is Kenya?'** ✓ Provides a detailed written description of the location of Kenya ✓ Discusses a series of well justified explanations to explain how developed Kenya is ✓ Discusses social, economic and political factors ✓ Compares and contrasts Kenya's development to other countries, using data manipulation in your answer ✓ Predict what will happen to Kenya in the future **Lesson 9 'How Can Tourism Help A Country Develop?'**	Topic: Coastal landscapes **Seaham Fieldtrip – Coastal management** ***Knowledge:*** 1. What does our coast look like and why? 2. How do constructive waves shape the beach? 3. How do destructive waves erode cliffs? 4. What is Key Haven and why is it important? KPI 5. What is happening at Holderness? 6. Why is sea level rise impacting the Maldives? KPI (AS) 7. How can we protect our coast lines? (AS) ***Skills*** *location, climate graph creation, decision making, descriptions, explanation* **Assessment** KPI Lesson 4 and 6 **KPI's** **Lesson 4 'What Is Key Haven and why is it important'** ✓ Accurately locate Key Haven using correct geographical terminology ✓ Accurately explain how a salt marsh if formed ✓ Fully describe the challenges faced by Key Haven ✓ Give a range of ways challenges could be overcome. ✓ Fully explain the sequence of vegetation succession ✓ Fully describe the adaptations the plants	**Topic**: Glaciation ***Knowledge:*** 1. Where is all the ice? 2. What is an ice age? 3. What is a glacier? 4. How do glaciers shape the land? 5. What are the features of erosion? 6. What are the features of deposition? 7. How can we identify glacial features on a map? ***Skills*** *description, explanation, figure analysis, map skills, chronology, annotation, sketching* **Assessment** **KPI - Lesson** **Links to National Curriculum** Geographical skills and fieldwork build on their knowledge of globes, maps and atlases, and apply and develop this knowledge routinely in the classroom interpret Ordnance Survey maps in the classroom, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs

	build on their knowledge of globes, maps and atlases, and apply and develop this knowledge routinely in the classroom interpret Ordnance Survey maps in the classroom, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs	✓ Detailed and specific geographical knowledge relating to Hurricane Katrina ✓ Good range of effects cited and identified as social, political, environmental and political categories. **Links to National Curriculum** Human and Physical Geography 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; and glaciation, hydrology and coasts	social, economic and environmental **Links to National Curriculum** Locational Knowledge Extend their locational knowledge and extend their special awareness of countries. Human and Physical Geography 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	✓ Use case study material and own knowledge to a give a balanced argument ✓ Prioritise different factors that impact development **Links to National Curriculum** Locational knowledge 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), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities Place Knowledge 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	and animals have made at Key Haven ✓ Explain how Key Haven be used sustainably? **Lesson 6 'What Are the Impacts of Sea Level?'** ✓ Fully explain the causes of global sea level rise ✓ Explain a range of impacts of sea level rise on the Maldives using social, economic and environmental categories **Links to National Curriculum** Place knowledge understand geographical similarities, differences and links between places through the study of the human and physical geography of a region in Africa and a region in Asia Human and Physical Geography 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	
Year 8 (breadth)	**Topic**: Why is our Earth so restless? ***Knowledge*** 1. How is our earth like an egg? 2. What is the plate tectonic theory? 3. Why do volcanoes erupt? KPI 4. What damage can volcanoes do? 5. Why do earthquakes occur? (I)) 6. Are earthquakes more deadly than volcanoes? KPI 7. What is a super volcano? 8. Why do people live in hazardous zones?	**Topic:** What is Brazil like? ***Knowledge:*** 1. Where is Brazil and what is it like? 2. Where do people in Brazil live? 3. Why is Rio de Janeiro an important city? 4. Why have shanty towns developed around Brazils cities? KPI 5. How developed is Brazil? 6. How can cities in Brazil be made sustainable? 7. Why is the Amazon important? KPI ***Skills*** location, categorising, decision making, description, explanation, graph completion and analysis	**Topic:** River landscapes **High Force Fieldtrip (back end of unit for improved weather conditions** **Knowledge:** **1.** Why is a bath similar to a river? **2.** Where do rivers come from? **3.** How do rivers shape our world? **4.** How do waterfalls form? KPI **5.** What do we find in the middle and lower courses? **6.** Why do rivers flood? **7.** Why does Bangladesh flood every year? (I) **8.** What are the consequences of river flooding? (I)	**Topic:** How are populations changing? **Knowledge:** 1. Where do people live and why? (All) 2. How and why does population change? (CH, I,A) 3. What makes people move? KPI (ME) 4. Should countries have borders? (ME) 5. What is a mega city? 6. Can we control population? (CH, AS) 7. Who lives in the UK and where did they come from? (I,AS,ME) 8. Is an ageing population good? KPI **Skills:**	**Topic:** What is the future of our planet? **Knowledge:** 1. Where do our resources come from? (ME) 2. What environmental problems are caused by humans? KPI (AS) 3. Who benefits from rubbish? (ME,I,CH) 4. How can we manage our waste? KPI 5. What do we mean by sustainable development? 6. How can we use natural resources sustainably? **Skills:** *Map interpretation, decision making, discussion* **Assessment**	**Topic:** Russia (R) ***Knowledge:*** 1. Where is Russia? 2. The biomes of Russia 3. The climate of Russia 4. The population of Russia 5. Where do the people of Russia live within the country KPI 6. Social issues of Russia 7. Surviving Siberia 8. The endangered animals of Russia ***Skills:*** map work, location knowledge, geographical enquiry skills **Assessment** KPI Lesson 5

9. How can you protect yourself from tectonic hazards?

Skills
Location, descriptions, explanation, categorisation, annotation, sketching,

Assessment
KPI – Lesson 3 and 6

KPI's
Lesson 3 'Why do volcanoes erupt?'
- ✓ Create a series of well annotated diagrams to show the process leading to volcanic eruptions
- ✓ Include a wide range of geographical vocabulary
- ✓ Incorporated different theories of plate movement

Lesson 6 'Are Earthquakes more deadly than Volcanoes?'
- ✓ Comparisons between key case studies are evaluated extremely well
- ✓ Impacts of both hazards clearly cited and categorised in SEE
- ✓ Different opinions discussed and used to complete a well justified conclusion

Links to National Curriculum
Human and physical geography
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

Assessment
KPI – Lesson 4 and 8

KPI's
Lesson 4 'Why have shanty towns developed around Brazil's cities?'
- ✓ Challenges and opportunities are evaluated
- ✓ Photograph and own knowledge is embedded in answer
- ✓ Detailed use of case study facts and excellent use of geographical vocabulary

Lesson 8 – 'Why is the Amazon Important?'
- ✓ Evaluated the importance of the Amazon rainforest
- ✓ Discussed other people opinions and why they might vary
- ✓ Used a wide range of facts and figures appropriately to support your points
- ✓ Geographical vocabulary is used exemplary

Links to National Curriculum
Human and physical geography
understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in:
physical geography relating to weather and climate
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

9. How can we protect ourselves against flooding? KPI
10. Why is water management important?

Skills
descriptions, explanation, annotation, linking, categorising

Assessment
KPI – Lesson 4 and 9

KPI's
Lesson 4 - 'Why do waterfalls form?'
- ✓ Can correctly sequence the diagrams to show how a waterfall is formed and show how each one links to the next stage.
- ✓ Can use geography key terms accurately and describe and explain the processes in detail.
- ✓ Can compare waterfalls around the world

Lesson 9 – 'How can we protect ourselves against flooding?'
- ✓ You have fully justified your design
- ✓ You have critically evaluated how your house is sustainable considering different aspects of sustainability
- ✓ You have discussed how your design might be different in a HIC / LIC

Links to National Curriculum
Locational knowledge
extend their locational knowledge and deepen their spatial awareness of the world's countries, using maps of the world to focus on
Place knowledge
understand geographical similarities, differences and links between places through the study of the human and physical geography of a region in Africa and a region in Asia
Human and physical geography

Map interpretation, decision making, discussion

Assessment
KPI – Lesson 3 and 8

KPI's
Lesson 3 'What makes people move?'
- ✓ All arrows completed correctly. Map looks professional
- ✓ Detailed analysis using data manipulation to describe and explain trends

Lesson 8 'Is an ageing population good?'
- ✓ Analyses and discusses in detail the positive and negative aspects of an ageing population including specific examples
- ✓ Prioritises reasons for opinion based on social and economic

Links to National Curriculum
Locational knowledge
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), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities
Place knowledge
understand geographical similarities, differences and links between places through the study of the human and physical geography of a region in Africa and a region in Asia
human geography relating to: population and urbanisation; international development

KPI – Lesson 2 and 4

Lesson 2 'What environmental problems are caused by humans?'
- ✓ Evaluate the effectiveness of the arguments on both sides, using counter arguments.
- ✓ Use PEEL (Point, Evidence, Explain, Link) to structure your points.

Lesson 4 – 'How can we manage our waste?'
- ✓ Mentioned some ways that recycling is good or bad
- ✓ Limited waste management strategies discussed

Links to National Curriculum
Human and physical geography
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 the effective functioning of natural systems

Lesson 5 'where do the people of Russia live and why?'
- ✓ Can identify one of Russia's biomes.
- ✓ Make clear links between climate and Russia's inhospitable areas.
- ✓ Accurately read climate graphs.
- ✓ Describe patterns of population density across Russia.
- ✓ Assess the extent to which Russia is inhospitable using extended writing.

Links to National Curriculum
Locational knowledge
extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Russia, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities
Place Knowledge
understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in:
physical geography relating to: weather and climate, including the change in climate
human geography relating to: population and urbanisation; international development;
economic activity 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

		the effective functioning of natural systems	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; and glaciation, hydrology and coasts understand how human and physical processes interact to influence and change landscapes, environments and the climate; and how human activity relies on the effective functioning of natural systems			
Year 9 (Depth)	**Topic: Our Dynamic Earth (Haz)** 1. Natural hazards and risk 2. Distribution of volcanoes and earthquakes 3. What processes occur at different plate boundaries 4. KPI A4L within lesson 5. What are earthquakes and how are they measured (I) 6. Haiti Earthquake LIC case study 7. Chile Earthquake HIC Case study 8. Management of tectonic hazards 9. KPI 2 – What are tectonic hazards and what risk do they pose risk? 10. Revision of key points if required/where time allows	11. Global atmospheric circulation 12. Tropical storm location and formation (I,AS) 13. Typhoon Haiyan and effects (AS) 14. Reducing the effects of tropical storms 15. KPI 3 - Tropical Storms 16. UK Weather hazards 17. Cockermouth floods HIC Case study 18. The Beast from the East 19. Climate change evidence 20. Causes of climate change 21. Effects of climate change (A,AS,CH,I,ME, R) 22. Management of climate change 23. KPI 4 – End of topic test ***Knowledge:*** case studies, human processes, urbanisation, migration, management of urban area, urban change and growth, sustainability.	**Topic: World Cities and Sustainability (Urban)** **Newcastle Fieldtrip – Urban Regeneration** 1. Where do people live ? 2. Push and pull factors 3. Megacities (A,AS,ME,C,I) 4. KPI 1 – Why do people move? 5. Location of Rio 6. Challenges and opportunities 7. Environmental Issues in Rio 8. What is life like in a Favela? 9. How is Rochina being managed 10. KPI 2 – Life in Favela's (links to slums- I) 11. Newcastle Location HIC Case study 12. Newcastle Importance (CH)	13. How can urban change create opportunity (CH) 14. Waste management in Newcastle 15. Urban sprawl in Newcastle 16. KPI 3 – Urban Areas 17. Urban Sustainability 18. Curitiba LIC Sustainability Case Study 19. KPI 4 – End of topic test ***Knowledge****: case studies, physical processes, factors affecting risk, effects and responses to hazards, formation of hazards, monitoring, prediction and preparedness, climate change* ***Skills****: analyse, annotate, assess, evaluate, calculate, critically, define, describe, discuss, explain, justify, outline* **Assessment** KPI's lesson 4,10,16,19	**Topic: Wealth Inequalities** 1. Global variations in economic development 2. DTM (A,AS,CH,I,ME) 3. Causes of uneven development (A,I,ME) 4. The development gap 5. The development gap 6. KPI 1 – The development gap 7. Reducing the development gap 8. Tourism 9. KPI 2 – Reducing the gap 10. Nigeria's location and importance (A) 11. What is Nigeria like (A) 12. Nigeria's economy (A) 13. The role of TNC's (A) 14. Does Nigeria still need aid (A) 15. Quality of life in Nigeria (A)	16. KPI 3 – Nigeria (A) 17. How has the UK's economy changed 18. Post industrialisation 19. Science parks 20. Rural Areas 21. How is transport changing 22. Ports and airports 23. North/South divide 24. UK's link with the rest of the world 25. KPI 4 – End of topic test ***Knowledge****:* case studies, development, development indicators, uneven development, management strategies, changes in industry, TNCs, culture, politics, sustainability, economic future of the UK, transport, industry ***Skills****: analyse, annotate, assess, evaluate, calculate, critically, define, describe, discuss, explain, justify, outline* **Assessment** KPI's – lesson 6,9,16,25

		Skills: *analyse, annotate, assess, evaluate, calculate, critically, define, describe, discuss, explain, justify, outline* **Assessment** KPI's lesson 4,9,14,22				
	Links to National Curriculum 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; 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		**Links to National Curriculum** 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. 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.		**Links to National Curriculum** 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 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	
Year 10	**Topic:** physical landscapes in the UK (part 1 – rivers) 1. Introduction to the UK's physical landscapes 2. The long profile of a river 3. V-Shaped valley's and interlocking spurs 4. Waterfalls and meanders 5. Ox-bow lakes 6. KPI 1 /A4L +feeback 7. Depositional landforms 8. Why do rivers flood 9. Storm hydrographs 10. River management 11. Flood management 12. River Tees Case study 13. KPI 2 ***Knowledge:*** case studies, *erosion, deposition and transport processes, river systems, flood risk, coastal systems, management strategies,* ***Skills:*** *logarithmic graphs, sketching, analyse, annotate, assess, evaluate, calculate, critically, define, describe, discuss, explain, justify, outline* **Assessment Task:** Mock GCSE examination	**Topic:** physical landscapes in the UK (part 2 – coasts) 1. Types of waves 2. Longshore drift 3. Formation of a spit 4. Depositional landforms 5. KPI 1 6. Weathering and mass movement 7. Erosional features 8. Sand dune formation 9. Coastal management 10. Coastal management 11. Holderness case study 12. KPI 2 ***Knowledge:*** case studies, *erosion, deposition and transport processes, river systems, flood risk, coastal systems, management strategies,* ***Skills:*** *logarithmic graphs, sketching, analyse, annotate, assess, evaluate, calculate, critically, define, describe, discuss, explain, justify, outline* **Assessment Task:** 2 x KPI Part paper 1 mock	**Topic:** challenge of resource management 1. Resources and global inequalities 2. UK Food resources 3. UK Water Issues and Management 4. UK water issues and management 5. KPI 1 6. How does the UK supply its energy 7. Food production 8. Food insecurity 9. Strategies to increase food production 10. Strategies to increase food production 11. KPI 2 ***Knowledge****:* case studies, significance of food water and energy, global inequalities, resources in the UK, resource security and insecurity, sustainability, agriculture, exploitation, fossil fuels, renewable energy. ***Skills****: analyse, annotate, assess, evaluate, calculate, critically, define, describe, discuss, explain, justify, outline* **Assessment Task:**	**Topic**: Geographical Investigation, write-up and paper 3 part 2 preparation **Fieldtrip- River Browney and Lanchester** ***knowledge****: local, qualitative, quantitative, causes and effects of suburbanisation, river systems and processes.* ***Skills****: data collection, geographical enquiry, data interpretation, data presentation, risk assessment, evaluation* **Assessment Task:** Paper 3 Mock GCSE ***Knowledge:*** case studies, *erosion, deposition and transport processes, river systems, flood risk, coastal systems, management strategies,* ***Skills:*** *logarithmic graphs, sketching, analyse, annotate, assess, evaluate, calculate, critically, define, describe, discuss, explain, justify, outline*	**Topic:** the living world (Ecosystems, Rainforests and hot Deserts) 1. What is an ecosystem 2. Biome distribution 3. Physical characteristic of tropical rainforests 4. Plant and animal adaptations 5. KPI 1 6. Causes of deforestation 7. Causes of deforestation 8. Effects of deforestation 9. Effects of deforestation 10. Value of the rainforest 11. KPI 2 ***Knowledge:*** case studies, ecosystems, rainforest, hot deserts, climate, adaptation, people, food webs, exploitation, management ***Skills:*** *analyse, annotate, assess, evaluate, calculate, critically, define, describe, discuss, explain, justify, outline* **Assessment Task:** **Formative assessment –** TQF work to focus on 6 and 9 mark questions **Summative assessment –** Mock GCSE examination	**Topic:** the living world (Ecosystems, Rainforests and hot Deserts) 12. How are the rainforests being managed 13. Hot desert locations and characteristics 14. Hot desert plant and animal adaptations 15. KPI 1 16. The Western desert case study 17. The Western desert case study 18. Causes of desertification 19. Reducing desertification 20. KPI 2 ***Knowledge:*** case studies, ecosystems, rainforest, hot deserts, climate, adaptation, people, food webs, exploitation, management ***Skills:*** *analyse, annotate, assess, evaluate, calculate, critically, define, describe, discuss, explain, justify, outline* **Assessment Task:** **Formative assessment –** TQF work to focus on 6 and 9 mark questions **Summative assessment –** Mock GCSE examination

			2 x KPI			
Year 11	**Topic:** challenge of resource management 1. Resources and global inequalities 2. UK Food resources 3. UK Water Issues and Management 4. UK water issues and management 5. How does the UK supply its energy 6. Food production 7. Food insecurity 8. Mock preparation ***Knowledge**: case studies, significance of food water and energy, global inequalities, resources in the UK, resource security and insecurity, sustainability, agriculture, exploitation, fossil fuels, renewable energy.* ***Skills**: analyse, annotate, assess, evaluate, calculate, critically, define, describe, discuss, explain, justify, outline*	9. Strategies to increase food production 10. Strategies to increase food production **Assessment Task** Full mock papers in October mock exam series **Topic:** Action Plan Revision Lessons ***Knowledge**:* ***Skills**: recall, consolidation, analyse, annotate, assess, evaluate, calculate, critically, define, describe, discuss, explain, justify, outline* ***Assessment Task*** *Walking – talking mock every 3rd week*	**Topic**: fieldwork revisited (use of A3 write-up from term 2.2 year 10) ***Knowledge**: location, qualitative, quantitative, causes and effects of suburbanisation, river systems and processes.* ***Skills**: data collection, geographical enquiry, data interpretation, data presentation, risk assessment, evaluation* **Assessment Task:** Paper 3 Mock GCSE	**Topic**: pre-release paper and skills (exam questions/mocks) ***Knowledge**:* ***Skills**: analyse, annotate, assess, evaluate, calculate, critically, define, describe, discuss, explain, justify, outline, cartographic, graphical, numeracy, statistical, qualitative, quantitative literacy,* **Assessment Task:** Paper 3 Mock GCSE	**Topic:** Action Plan Revision Lessons ***Knowledge**:* ***Skills**: recall, consolidation, analyse, annotate, assess, evaluate, calculate, critically, define, describe, discuss, explain, justify, outline* ***Assessment Task*** *Walking – talking mock every 3rd week*	**Topic:** Action Plan Revision Lessons ***Knowledge**:* ***Skills**: recall, consolidation, analyse, annotate, assess, evaluate, calculate, critically, define, describe, discuss, explain, justify, outline* ***Assessment Task*** *Walking – talking mock every 3rd week*

Key to bracket notations
A = Africa
R = Russia
AS = Asia
CH – China
I – India
ME – Middle East

Middle East countries 2021
Turkey
Syria
Iraq
Iran
Egypt
Saudi Arabia
Oman
Yemen