

	Autumn term	Spring term	Summer term	
Unit of Work	Natural Hazards	Economic world	Physical landscapes of the UK	Fieldwork opportunity
Ethos links	<p><u>STEM-</u></p> <ul style="list-style-type: none"> • How can we monitor and predict hazards? • How can we engineer buildings and infrastructure to be able to withstand hazards? • How do we record natural hazards over time? • How can we create adaption methods to be able to support with climate change? <p><u>Sustainability-</u></p> <ul style="list-style-type: none"> • How can we use international agreements, such as COP26, to slow the effects of climate change. • How can tree planting be used to help mitigate the effects of climate change? • How can we use sustainable technology to be able to mitigate the effects of climate change. 	<p><u>STEM-</u></p> <ul style="list-style-type: none"> • How do we record population data? • How can changes in technology and education impact the quality of life of a person? • What is a science park? • Why have we seen a growth in the quantity sector of employment? <p><u>Sustainability-</u></p> <ul style="list-style-type: none"> • How can we deal with population change and still look after our environment? • What is the kuzen curve? • How can the demographic transition model lead to a concern about the future of resource extraction and use? • Why dose development lead to environmental damage? 	<p><u>STEM-</u></p> <ul style="list-style-type: none"> • How can we record changes in the landscapes within the UK? • How can we put management in place to river and costal environments? • How can we mitigate the effects of flooding and erosion? • How can we use GIS to map out changes in landscapes? <p><u>Sustainability-</u></p> <ul style="list-style-type: none"> • How can land use change the risks associated with flooding? • How can climate change affect the rates of costal erosion? • Why are the rates of erosion within the UK a globally crated problem? 	<p><u>STEM-</u></p> <ul style="list-style-type: none"> • How can we record a range of data? • How can use a arrange of equipment in costal and city fieldwork example? • How can we use GIS to better understand out data's spatial patterns? • How can we produce new methods of fieldwork enquiry? <p><u>Sustainability-</u></p> <ul style="list-style-type: none"> • How can we conduct fieldwork without impacting the environment we are working within? <p><u>Global Challenges-</u></p> <ul style="list-style-type: none"> • How dose Birmingham show signs of successful regeneration? <ul style="list-style-type: none"> ○ Challenge here is looking at regeneration and use of brownfield site.

	<ul style="list-style-type: none"> • Why is education an important factor to deal with the hazards of the world. <p><u>Global Challenges-</u></p> <ul style="list-style-type: none"> • How can countries with different levels of development deal with tectonic hazards? • How will climate change affect different communities around the world? • How can we move towards a more sustainable view on the use of power and the climate implications? • How can we mitigate the effects of climate change when we do not know the full extent of the impacts that have been caused. • How to identify fake news around climate change to give an informed view. 	<ul style="list-style-type: none"> • How can the growth of transnational corporations lead to environment concurs? • What has occurred in the environment of Nigeria linked to Shell? • Why can government corruption cause environmental degrading? <p><u>Global Challenges-</u></p> <ul style="list-style-type: none"> • How can we bridge the development gap? • How can areas of the world get over their physical challenges of their environment? • Why is there a development gap globally? • Why is did a changing employment structure in the developed world link to environmental and employment issues across the world? 	<ul style="list-style-type: none"> • Why should we use a mixture of hard and soft engineering methods? <p><u>Global Challenges-</u></p> <ul style="list-style-type: none"> • How can eustatic sea level rise cause issues within the UK? • Why does the UK experience a change in climate? <ul style="list-style-type: none"> ○ How is the change affecting rainfall pattens? ○ Could this impact the risk of flooding? 	<ul style="list-style-type: none"> • Is there evidence of human interface in Hunstanton sand dunes? <ul style="list-style-type: none"> ○ Challenge here is looking at how humans can impact the natural world.
<p>Subject knowledge end points</p>	<p>By the end of this unit students will know and understand:</p> <ul style="list-style-type: none"> • Define what is meant by extreme weather. • Describe examples of how a natural hazard can affect people. 	<p>By the end of this unit students will know and understand:</p> <ul style="list-style-type: none"> • Define the development gap. • Define the north-south divide and compare indicators to describe regional differences. • Define the term ‘post-industrial economy’. 	<p>By the end of this unit students will know and understand: River systems</p> <ul style="list-style-type: none"> • Define the terms hard and soft engineering and give examples. • Define what is meant by river discharge. 	<p>By the end of this unit students will know and understand:</p> <ul style="list-style-type: none"> • Apply Appropriate sources of primary and secondary evidence, including locations for fieldwork. • Define primary and secondary data • Define what anomalies are.

- **Describe** how convection currents might be able to move the tectonic plates around.
- Describe how humans has contributed to the enhanced greenhouse effect.
- **Describe** how one type of renewable energy can be used to reduce carbon emissions.
- **Describe** how planting trees can be used to reduce the effects of climate change.
- Describe how the greenhouse effect works.
- **Describe** how Venice is adapting to climate change.
- **Describe** one way in which climate change might affect the generation of tropical storms.
- **Describe** some of the effects of flooding in Cockermouth.
- **Describe** the 3 natural causes of climate change.
- **Describe** three potential impacts of climate change in the UK or on the wider world.
- **Describe** two reasons why people settle near tectonic hazards.
- **Describe** two ways in which the effects of tropical storms can be reduced.
- **Describe** two ways in which we can prepare for earthquakes.

- **Define** the terms birth rate, death rate, infant mortality, and life expectancy.
- **Define** TNC.
- **Describe** at least two strategies used to reduce the development gap.
- **Describe** examples of a science and business park.
- **Describe** impacts of deindustrialisation, globalisation and government policies on the economy.
- **Describe** Nigeria's changing industrial structure from 1999 to 2012.
- **Describe** Nigeria's global trading relationship by comparing imports and exports.
- **Describe** one reason how physical, economic, and historical factors have caused uneven development.
- **Describe** the balance between the different sectors of the economy in Nigeria.
- **Describe** the environmental impacts of economic development.
- **Describe** the environmental Kuznets curve.
- **Describe** the location of different ethnic and religious groups in Nigeria.

- **Describe how** a meander changes over time to create an oxbow lake.
- **Describe how** a waterfall retreats upstream over time.
- **Describe how** excessive rainfall and steep slopes can contribute to flooding.
- **Describe** some of the ways that rivers can erode and transport material.
- **Give** one example of a physical and one example of a human cause of flooding.
- **Give** some examples of hard and soft engineering.
- **Identify** a levee and flood plain from a photograph.
- **Identify** an estuary from a photograph.
- **Identify** interlocking spurs from a photograph.
- **Identify** landforms found along the River Tees using map evidence.
- **Identify** some differences between the inside and outside bend of a meander.
- **Identify** the difference between a long and cross profile of a river from a sketch.
- **Identify** two key features of a waterfall.

- **Describe** geographical theory/concept underpinning an enquiry.
- **Describe** trends in data that has been collected in the geographical enquiry
- **Identify** a range of data presentation methods that include visual, graphical, and cartographic sources.
- **Identify** appropriate questions/hypotheses for geographical enquiry.
- **Identify** key conclusions from data.
- **Identify** The potential risks of both human and physical fieldwork and how these risks might be reduced.
- **Identify** to how measure and record data

- **Identify** a range of effects and responses to the Christchurch earthquake.
- **Identify** a range of effects and responses to the Nepal earthquake.
- **Identify** a range of effects and responses to Typhoon Haiyan.
- **Identify** the four layers that make up the structure of the Earth.
- **Identify** the link between the map of plate margins and the distribution of earthquakes and volcanoes.
- **Identify** two key features of a tropical storm.
- **Locate** Cockermonth on a map.
- **Locate** Nepal on a map of South Asia and describe its location.
- **Locate** New Zealand on a world map and **describe** its location.
- **Locate** the Philippines on a map and **describe** its location.
- **Locate** tropical, temperate and polar climates onto a globe.
- **Map** the main parts of the world that experience tropical storms.
- **Name** and describe what is happening at the three major plate margins.
- **Name** examples of natural hazards.

- **Describe** the location of Ethiopia in Africa and in the World.
- **Describe** the location of Nigeria in Africa and in the world.
- **Describe** the population change in the UK using specific districts.
- **Describe** the trend in HDI of Nigeria and link to improvement of quality of life.
- **Describe** the UK's main trading links, international transport links, exports, and imports
- **Describe** what is meant by the term's young dependant, elderly dependant, and economically active population.
- **Explain** how transport infrastructure can link to economic development.
- **Give** reasons for the UK's global cultural influence
- **Give** two reasons how uneven development causes disparities in health and wealth.
- **Identify** different types of aid and their uses.
- **Identify** how modern industry can be more sustainable in Torr Quarry.

- **Recognise** some of the key features of a hydrograph.
- **State** one change that would happen to the channel and one change that would happen to the valley as you move along a river's course.
- **State** where along a river's course levees and flood plains are likely to occur.
- **State** why a river deposits material.

Costal systems

- **Define** the terms weathering and mass movement.
- **Describe** how a wave is created.
- **Describe** one situation where deposition occurs at the coast.
- **Draw** a simple labelled diagram to show longshore drift.
- **Give** reasons why plants find it difficult to grow in sand.
- **Identify** at least two landforms of erosion and two landforms of deposition on this stretch of coastline.

	<ul style="list-style-type: none"> • Name several examples of extreme weather that can be experienced in the UK. • Recall some facts about the earthquake in Christchurch. • Recall some facts about the earthquake in Nepal. • Recall some facts about Typhoon Haiyan. • State one difference between oceanic and continental crust. • State the names of two greenhouse gases. • state three pieces of evidence that can be used to reconstruct past climates • State two key ingredients that are needed for a tropical storm to form. • State what we mean by an international agreement. 	<ul style="list-style-type: none"> • Identify Nigeria’s importance regionally and globally. • Identify some TNCs that operate in Nigeria. • Identify the four main forms of transport in the UK. • Name at least three different development indicators. • State what the letters DTM stand for. • Suggest how colonisation impacted political context in Nigeria • Suggest reasons for growth/decline in Uttlesford and Tendring • Suggest reasons why tourists are attracted to Ethiopia. • Understand the difference between primary, secondary, tertiary, and quaternary sectors. 	<ul style="list-style-type: none"> • Identify coastal management strategies that are being used in Hunstanton. • Identify conflicts that might exist when managing this section of coastline. • Identify headlands and bays from a photograph. • Identify key features of a beach and label these onto a diagram. • Identify key features of cliffs from a photograph. • Identify the location of Dorset and Hampshire on an outline of the UK. • Label a cave, arch and stack onto a diagram. 	
<p>Geographical skills end points</p>	<p>By the end of this unit students will develop their ability to:</p> <ul style="list-style-type: none"> • Cartographic- Students will use their basic map skills learned in KS3 to be able to apply to a range of distribution maps linking to natural hazard formation location. A range of styles will be shown, and students will have to be able to 	<p>By the end of this unit students will develop their ability to:</p> <ul style="list-style-type: none"> • Cartographic- Students will be able to use OS maps to determine key physical human and physical factors of a landscape. Students will pair this with knowledge to give reasons for development trends around the world. 	<p>By the end of this unit students will develop their ability to:</p> <ul style="list-style-type: none"> • Cartographic- Students will be able to use OS maps to recognise landforms (KS3) students will then start to be able to use landforms a key marker to be able to work out direction form photographs. • Graphical skill- Students will be able to use graphical 	<p>By the end of this unit students will develop their ability to:</p> <ul style="list-style-type: none"> • Cartographic- students be able to use landforms a key marker to be able to work out direction form photographs. Students will be able to use GIS to display several data sets. • Graphical skill- Students will be able to select appropriate graphs and charts for data

intemperate each map using a key.

- **Graphical skill-** Students will be able to further their understanding of bar charts to be able start to constructure their own diverted bar charts using data.
- **Fieldwork skills-** Students will be able to use knowledge of measures of average and will apply this to large data sets.
- **Presentation-** Students will start to be able to use appropriate methods to display secondary data.
- **Processes-** Students will start to understand step-by-step formation processes that can occur in different areas of the world. Students will also be able to start using explanations to say why theses happen in a set order.
- **Written responses-** Students will start to be exposed to the different forms of written communication they will need to be able to demonstrate thought-out their GCSE.
- **Critical thinking-** Students will start to question why things occur and will start to look for answers in geographical theory.

- **Graphical skill-** Students will be able to draw a population pyramid from scratch making their own scales.
- **Fieldwork skills-** Students will be started to use background data to build up a contextual picture of a location.
- **Presentation-** Students will start to be able to investigate different forms of data presentational (such as poetry) to gain geographical meaning from different forms of representations.
- **Processes-** Students will be able to understand that human active can be impacted form the physical world (KS3) and will start to demonstrate thinking linking to mitigation and adaption as additional steps in processes.
- **Written responses-** Students will be able to answer multiple choice questions and fill-in the figure-based questions with accuracy.
- **Critical thinking-** Students will start to bring in future thinking (if appropriate) into 12 marks questions. This starts to refer to development being on a linier scale.

methods to demonstrate cross profiles of physic landscapes (KS3). Students will start to make their own scales with data that has a range of units of measure.

- **Fieldwork skills-** Students will be able to use geographical theory and use this as a foundation for conclusion as well as their own views.
- **Presentation-** Students will be able to draw a range of physical diagrams with high levels of accuracy from memory.
- **Processes-** Students will be able to understand step-by-step formation processes that can occur in different areas of the world.
- **Written responses-** Students will be able to communicate step-by-step processes (KS3) and will be able to use theory to support why each step occurs.
- **Critical thinking-** Students will be able to start to see connections between areas of the GCSE course and start to use synoptic links with greater accuracy.

presentation (KS3), students will now start to be able to do this for larger and more complex data sets.

- **Fieldwork skills-** Students will be able to use background data to build up a contextual picture of a location and then use this information to conduct a geographical enquiry.
- **Presentation-** Students will be able to write a risk assessment.
- **Processes-** Students will be able to work though the enquiry cycle more independently and their will be higher involvement of their ideas.
- **Written responses-** Students will be able to analyse data and be able to write what the data means in their own words. Students will start to use theory to justify what they have found.
- **Critical thinking-** Students can make judgments based on their own data and secondary data collected. Students will also start to understand how their actions can impact the enquiry though an evaluation and how these actions can impact the results.

Key Vocabulary	<ul style="list-style-type: none"> • Adaptation • Climate change • Conservative Plate boundary • Destructive Plate Boundary • Earthquake • Economic impact • Environmental impact • Extreme weather • Global atmospheric circulation • Hazard risk • Immediate responses • Long term responses • Management strategies • Mitigation • Monitoring • Natural hazard • Orbital change • Planning • Plate margin • Prediction • Primary effect • Protection • Quaternary period • Secondary • Tectonic hazards • Tectonic plate • Tropical storm 	<ul style="list-style-type: none"> • Birth rate • Commonwealth • Death Rate • De-industrialization • Demographic transition model • Development • Development gap • European Union • Fairtrade • Globalisation • Gross national income • Human development indexed • Industrial structure • Infant mortality • Information technology • Intermediation technology • Intentional aid • Life expectancy • Literacy rate • Microfinance loans • North south divide • Science and business parks • Trade • Service industry • Tourism • Transnational corporations • Uneven development 	River systems <ul style="list-style-type: none"> • Abrasion • Attrition • Cross profile • Deposition • Discharge • Embankment • Estuary • Flood • Flood plain • Flood plain zoning • Flood refile channel • Flood risk • Flood risk • Flood warming • Fluvial processes • Gorge • Hard engineering • Hydraulic action • Hydrograph • Interlocking spurs • Landscape • Lateral erosion • Levees • Long profile • Meander • Ox-bow Lake • Precipitation • Saltation • Soft engineering • Solution • Channel straightening • Suspension • Traction • Vertical erosion 	<ul style="list-style-type: none"> • Anomalies • Conclusion • Cross section • Data analyse • Data collection • Data presentation • Data presentation • Environmental quality survey • Evaluation • Field sketch • Geographical enquiry • GIS • Land use • Pilot survey • Primary data • Questionnaire • Risk assessment • Sampling method • Secondary data
-----------------------	---	--	---	---

- Waterfall

Costal systems

- Arch
- Bar
- Beach
- Beach Nourishment
- Cave
- Chemical weathering
- Dune regeneration
- Gabion
- Groyne
- Headlands and bays
- Longshore drift
- Managed retreat
- Mass movement
- Mechanical weathering
- Rock armer
- Sand dune
- Sea wall
- Sliding
- Slumping
- Spit
- Stack
- Wave cut platform
- Wave