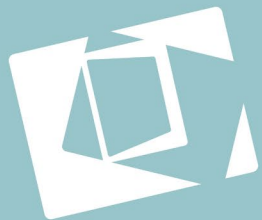
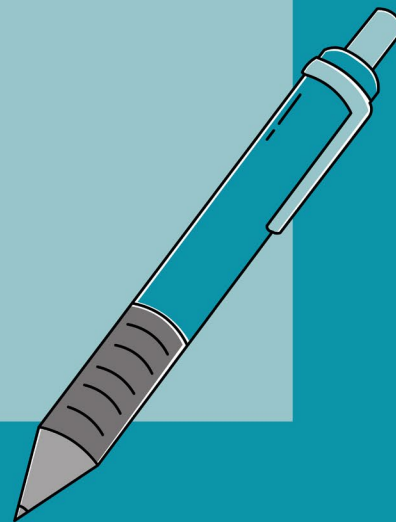


Geography CURRICULUM OVERVIEW



Manchester
Communication
Academy



Geography

Year 7	Autumn
Topic name	Map Skills & Adventure Geography
Declarative Knowledge	<p>Students are introduced to a variety of ecosystems - Tropical Rainforests, Hot Deserts, Mountains, Grasslands, Oceans and Cold Environments.</p> <p>Identify the positions of lines of latitude, and link these to different ecosystems. Describe what high and low air pressure is, and how this determines the weather. Describe some animal and plant adaptations in Tropical Rainforests, Hot Deserts and Marine biomes. Identify the structure of the earth, with a particular focus on the crust and the mantle. Identify different plate boundaries, and describe the movement at each one. Describe how mountains and trenches are formed. Identify the different river courses, describing erosional processes and linking this to the features that are created.</p>
Procedural knowledge	<p>The skills applied throughout this scheme are; Using maps to show understanding of compass directions, describing location of continents and countries using compass directions and lines of latitude, applying 4 and 6 figure grid references, reading scale and height. Students will apply all of the above to unfamiliar settings, through a range of a range of adventure geographers, different types of maps.</p>
Assessment/Outcomes	<p>Baseline test in the first half term to check understanding of locations, compass directions, symbols, grid references, height and scale. Big written test at the end of the unit, which tests on all procedural and declarative knowledge, taught throughout the autumn term.</p>
Prior knowledge	<p>As determined in the KS2 geography curriculum; knowledge of maps to identify the world's continents, countries and major oceans. Knowledge of an eight-point compass, grid references. Ability to recognise features on photographs and sketch maps. At our main feeder school MCPA, students studied a unit on South America, with a particular focus on the Amazon Rainforest.</p>
Future learning	<p>The KS3 curriculum at MCA is designed through continent themes, and sequenced to allow students to apply their understanding of the world to different contexts, and understand their own place in the world. After the adventure geographer unit in the Autumn term we start our continent focus, starting with Europe to help students relate to their place in the world, and apply map skills to European maps, increasing the difficulty with the types of maps, and using 6 figure grid references instead of 4 figure grid references.</p>
Why is this being studied?	<p>Knowledge interleaved throughout this scheme will enable us to determine how secure students are in the range of skills set out by the KS2 curriculum, through exploring a range of different places to introduce students to geography at MCA. Important concepts such as weather systems and ecosystems are introduced here to provide secure foundations for students to build future knowledge upon.</p> <p>To support geographical literacy, students will read profiles of an adventure geography alongside each environment.</p>

Year 7	Spring
Topic name	Europe: Urbanisation and Flooding
Declarative Knowledge	Students will be able to describe how settlements grow over time and will be able to describe the advantages and disadvantages of urban growth. Building upon their knowledge of the water cycle from KS2, students will be understand processes such as evaporation, condensation, transpiration, infiltration and precipitation. Describe the causes and effects of flooding, how and why urban growth can increase the risk of flooding.
Procedural knowledge	The skills applied throughout this scheme are; using maps to apply some of Europe's physical features, through plotting the locations of rivers and mountains. Applying their understanding of flooding and urban growth to explain how urban growth leads to increased flooding.
Assessment/Outcomes	<p>Two extended written pieces; the first on the advantages and disadvantages of urban growth for people, the second on how urban growth leads to more flooding.</p> <p>Big written test at the end of the unit, which tests on selected procedural and declarative knowledge taught to date, with a focus on that taught within the spring term.</p>
Prior knowledge	<p>Basic map reading skills, such as using compass directions, 4 figure grid references and recognising scale and height. Ability to recognise physical features from photographs and maps, such as rivers and mountains.</p> <p>At MCPA, our main feeder school, they have learned to compare countries in year 6. In year 5, they have studied the British Isles, mountains and rivers. In Year 4, they have studied Manchester. In Year 3, they have compared cities.</p>
Future learning	<p>After the European unit in the Spring term, we will move on to studying Africa, which is both a physical contrast and also has connections to a significant proportion of our students.</p> <p>We will build upon the understanding of the balance of the human and physical environment and look more in depth at climate patterns and development over time.</p>
Why is this being studied?	This unit introduces more complex geographical terminologies and cognitive processes in the context of a familiar environment. Furthermore, the KS3 National Curriculum sets out the necessity to understand these major processes and changes over time to build upon prior knowledge.

Year 7	Summer
Topic name	Africa: Ecosystems and Development
Declarative Knowledge	Identify the different ecosystems found in Africa, describe the reasons for different Climatic conditions throughout the continent, including identifying the features of high and low pressure areas. Describe the reasons animals migrate across Africa. Identifying the different types of countries within Africa - HIC's, NEE's and LIC's. The features of a youthful population, and the benefits and problems associated with this. Features of the education systems within many African countries, and explaining how educational opportunities links to the quality of life. The most prevalent diseases within African countries, the reasons why those diseases spread easily, and how the government or charities can help with managing the spread of disease.
Procedural knowledge	The skills applied throughout this scheme are; using maps to locate different biomes across Africa. Using map skills, such as compass directions, grid references and scale to describe animal migration patterns. Making justified decisions about whether a youthful population is more of a benefit or problem for a country.
Assessment/Outcomes	<p>Small test applying map skills to an animal migration context.</p> <p>Extended writing piece 'Do the benefits of a youthful population outweigh the problems?'</p> <p>Big written test at the end of the unit, which tests on selected procedural and declarative knowledge taught to date, with a focus on that taught within the Summer term.</p>
Prior knowledge	<p>Map skills - compass directions, grid references and scale.</p> <p>Location of Africa.</p> <p>The use of the water cycle from the previous topic and KS2 to relate to low pressure weather areas.</p>
Future learning	The GCSE geography courses requires an in-depth study of the country Nigeria, this scheme will give them an understanding of the complexities of the continent, which will enable them to comprehend Nigeria's development journey. Students will learn about more complex weather systems in future years, this scheme will give them the foundational knowledge on which they can build.
Why is this being studied?	There are lots of misconceptions around Africa being a 'poor' continent, which is not a true representation of this diverse continent - this schemes aims to ensure students have a full understanding of the range of countries within Africa, and the opportunities and challenges created.

Year 8	Autumn
Topic name	Asia: Environment and Climate Change
Declarative Knowledge	Describe the location, climates and features of different biomes found within Asia: Tundra, Mountains and Desert. Describe the link between climate, soils and vegetation in different biomes. Describe what climate change is, how it is caused (including understanding of the greenhouse effect), and what impacts climate changes creates. Students will be able to explore how different types of countries (HIC's, NEE's, LIC's) are impacted by climate change differently. Students will be able to identify the features of different mitigation and adaptation strategies against climate change.
Procedural knowledge	Use of maps to locate different biomes, and graphs to determine the climates of the different biomes. Analysing the different adaptation and mitigation strategies to make a decision about which are the most and least effective.
Assessment/Outcomes	Assessed writing piece communicating understanding about the different features of the biomes found within Asia. Big written test at the end of the unit, which tests on selected procedural and declarative knowledge taught to date, with a focus on that taught within the Autumn term.
Prior knowledge	Knowledge of the location of Asia. Map reading skills. Interpreting climate graphs. Knowledge of biomes taught within Africa.
Future learning	Climate change features within GCSE geography, a foundational knowledge will help students to build more complex ideas in the future.
Why is this being studied?	Climate change is one of the biggest issues the world is currently facing, educating our students on these issues will make them more aware of how they can change their own behaviour to help reduce the impacts, and how they can educate others to do the same.

Year 8	Spring
Topic name	South America: Development and Rivers
Declarative Knowledge	Knowledge of the human and physical geography of South America - the Amazon rainforest and the Favela's of Rio. Describe the conditions found in Favela's and how this has an impact on the quality of life for the populations living there. Strategies of reducing the problems caused by poverty. Describe the features of the Amazon rainforest - climate, layers, animals and plants. Describe the opportunities the Amazon provides, and why these are important to us. Describe the physical processes of erosion, transportation, and deposition through the context of the Amazon River. Describe how these processes can create waterfalls and meanders.
Procedural knowledge	Use of maps to determine populations in Rio. Reading climate graphs to determine the climate of the Amazon Rainforest. Making justified decisions about how the government could improve the favela's. Making justified decisions about whether the Amazon presents more opportunities or challenges.
Assessment/Outcomes	Assessed writing piece where students will make decisions about how they would improve favela areas. Big written test at the end of the unit, which tests on selected procedural and declarative knowledge taught to date, with a focus on that taught within the Spring term.
Prior knowledge	Knowledge of the location of South America. Map reading skills. At MCPA, our main feeder school, they have studied the Amazon Rainforest and Rivers in year 6. In year 5, they have studied rivers.
Future learning	After the South American unit in the Spring term, we will move on to studying North America, where we will explore some issues around migration from South American to North America. In the North America scheme, we will build upon physical processes from the rivers section, when we study mountainous and coastal regions of the USA.
Why is this being studied?	The destruction of the Amazon Rainforest is one of the most controversial issues at present. These issues build upon the existing understanding of climate change impacts, and allows them to understand some of large causes of climate change through exploring the deforestation in the Amazon Rainforest. The KS3 curriculum outlines the need for students to compare and contrast different locations.

Year 8	Summer
Topic name	North America: Physical Processes and Migration
Declarative Knowledge	Describe how the earth is made up, naming the four layers in order. Understanding of plate tectonics, how the crust is broken up, and how they move. Describe the formation of mountains and canyons, linking back to the rivers topic studied in the previous unit. Identify the different types of waves, and the landforms they can create. Describe the process of longshore drift. Describe the formation of a cave, arch and stack. Describe the formations of tropical storms and tornadoes. Identify reasons for migration to North America - push and pull factors.
Procedural knowledge	Use of maps to describe the locations of tectonic plates boundaries. Making decisions about which are more severe - a tropical storm or tornado, looking at a range of categories.
Assessment/Outcomes	Assessed writing piece where students will make decisions about the severity of tropical storms and tornadoes. Big written test at the end of the unit, which tests on selected procedural and declarative knowledge taught to date, with a focus on that taught within the Summer term.
Prior knowledge	Knowledge of the location of South America. Map reading skills. Applying the concept of animal migration from the Africa scheme to the migration of people to the USA.
Future learning	Coasts is a topic studied in GCSE geography, that many students struggle to apply their understanding to, building this foundational knowledge here will help to embed complex processes.
Why is this being studied?	North America is a large continent with lots of different climates and ecosystems, therefore they experience a range of climatic events which we can study. The USA is a very influential nation.

Year 9	Autumn
Topic name	Changing Economy: Inequality and Development
Declarative Knowledge	Differences in living conditions in LIC's, NEE's HIC's. Describing the ways in which countries develop, being able to able how this links to the multiplier effect. Describing how the use of micro industries, media industries, and regeneration can be the catalyst for the multiplier effect. Know the advantages and disadvantages of regeneration and Gentrification, using this to explain how cities in NEE's and HIC's are changing, e.g. Manchester is improving previously run down areas, and developing more high rise buildings and green spaces. Identify primary, secondary and tertiary job sectors, and showing understanding about which sectors make the most money, and cause the most negative impacts, and why. Describe the benefits and problems associated with tourism.
Procedural knowledge	Use of maps and graphs to determine patterns, trends, anomalies. Making decisions about the following; whether the gap between the rich and poor in India is getting larger or smaller, whether regeneration has more advantages than disadvantages, and consider whether the positive impacts of tourism outweigh the negative impacts. Suggesting solution for environmental problems.
Assessment/Outcomes	Assessed writing piece where students will make decisions about whether the gap between the rich and poor in India is growing. Assessed writing piece where students will communicate their understanding of the benefits and problems associated with the different job sectors. Big written test at the end of the unit, which tests on selected procedural and declarative knowledge taught to date, with a focus on that taught within the Autumn term.
Prior knowledge	Students are introduced to the idea of HIC's, NEE's and LIC's throughout year 7 and 8. Map and graph interpretation skills.
Future learning	Complex issues around how a countries economy develops, and how this happens differently at HIC, NEE and LIC stages.
Why is this being studied?	GCSE geography has a large focus on human geography - exploring how the economy changes in different types of countries. This unit will give them the foundational knowledge, and understanding of key terminology to allow them to analyse complex concepts around the changing nature of a countries economy.

Year 9	Autumn
Topic name	Resource Conflict: Issues in Resource Management
Declarative Knowledge	Understanding of the different types of energy generation, both renewable and non-renewable. How fossil fuels are created. A particular focus on how nuclear power and oil generate energy - analysing the benefits and problems associated with these. Describe the location and physical features of the Middle East, with a focus on the climate experienced, and the challenges this can create. Knowledge of how oil has created wealth for many Middle Eastern countries, and whether that has developed a stable or unstable economy. Describe the advantages and disadvantages of transnational corporations, with a focus on Shell in Nigeria.
Procedural knowledge	Using maps to describe the spread of radiation from the Chernobyl disaster. Making decisions about whether nuclear should be used to generate our energy in the UK. Making decisions about the future of Middle Eastern countries who have built their economy on oil exports.
Assessment/Outcomes	Two extended written pieces; the first on socio-economic issues related to fossil fuels in the Middle East, the second on whether resource exploitation causes conflict. Big written test at the end of the unit, which tests on all procedural and declarative knowledge taught to date, with a focus on that taught within the spring term.
Prior knowledge	Ability to read climate graphs. Basic understanding of the causes of climate change from the year 8 Asia scheme.
Future learning	Resource conflicts feature largely in GCSE Geography, where at MCA we choose to focus on the topic of energy - this scheme will provide understanding of energy generation to enable students to build more complex understanding onto in future studies.
Why is this being studied?	The KS3 National Curriculum sets out the necessity to understand issues in Russia, Asia, and the Middle East plus desert environments and economic activities in different sectors.

Year 9	Autumn
Topic name	Natural Hazards: Geological and Climate Hazards
Declarative Knowledge	<p>Describe plate tectonic theory, including convection currents in the mantle and how they determine plate movement. Identify and describe the movement at constructive, destructive and conservative plate boundaries. Describe how volcanoes and earthquakes are created at different plate boundaries, including further hazards this can lead to, such as Tsunami's. Describe the impacts caused by volcanoes and earthquakes, with the ability to categorise them into primary and secondary effects. Describe strategies used to reduce tectonic hazards; Prediction, Planning, Protection, Monitoring.</p> <p>Describe the strategies to mitigate and adapt to climate change, with a particular focus on international agreements. Understand the role of environmental activists in the fight against climate change.</p>
Procedural knowledge	<p>Use of maps to determine the locations of different types of plate boundaries.</p> <p>Making decisions about the most and least effective strategies to reduce the impacts of tectonic hazards.</p> <p>Use of graphs to gain evidence for the existence of climate change.</p> <p>Making decisions about the most appropriate strategies to limit the impacts of climate change in HIC's and LIC's.</p>
Assessment/Outcomes	<p>Assessed writing piece where students will make decisions the most effective strategies to reduce tectonic hazards.</p> <p>Big written test at the end of the unit, which tests on selected procedural and declarative knowledge taught to date, with a focus on that taught within the Summer term.</p>
Prior knowledge	<p>Students have been taught an introduction to the structure of the earth and plate tectonics in the North America scheme in year 8.</p> <p>Exposure to HIC's, NEE's and LIC's in year 7 and year 9.</p> <p>Students in the previous topic around resource conflict have studied different methods of energy production, with reference to how fossil fuels contribute to climate change.</p>
Future learning	<p>In GCSE Geography there is a large unit on tectonic hazards and climate change, this scheme will give them the knowledge and understanding to apply more complex ideas in their future GCSE studies.</p>
Why is this being studied?	<p>The KS3 national curriculum sets out that tectonic hazards have to be studied. Climate change is a complex issue, which will be explored in more complexity throughout this scheme, building on previous foundational knowledge.</p>

Year 10	Autumn 1
Topic name	Natural Hazards: Climate change
Declarative Knowledge	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. 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.
Procedural knowledge	Applying a range of map and statistical skills to different contexts, with an increasing level of difficulty. Applying understanding of declarative knowledge to a range of exam questions with scaffold and support. Making decisions about how countries at different levels of development are impacted different by climate change, and how different types of countries should be mitigating against climate change.
Assessment/Outcomes	A range of relevant exam questions will be completed around climate change. End of unit test to determine any gaps in knowledge and application on the climate change topic.
Prior knowledge	Students have completed a unit on climate change in year 8, specifically looking at how Asia was impacts. In year 9 they have explored some of the causes, impacts and responses to climate change. This unit aims to consolidate that, with a particular focus on applying their understanding to GCSE exam questions.
Future learning	Will be revisited when studying desertification during the Living World unit, so links can be made between climate change and desertification.
Why is this being studied?	Students will have to apply their understanding of climate change in their Paper 1 Physical Geography GCSE exam. AQA specification requires that this is taught to students to successfully prepare them for GCSE.

Year 10	Autumn 2
Topic name	Resource Management
Declarative Knowledge	An overview of the availability of food, water and energy in the UK. Food - the growing demand for food exports from LIC's. Agribusiness and organic produce in the UK. What a carbon footprints and food miles.

	<p>Water – Areas of water surplus and deficit. Reasons for increased use of water, and the issues with supply – water quality and pollution. Managing water supplies.</p> <p>Energy - the changing energy mix – non-renewable and renewable energy, reduced supplies of coal, gas and oil. Economic and environmental issues associated with exploitation of energy sources. Areas of surplus and deficit, and reasons for differences in global consumption. Factors affecting energy supply. Impacts of energy insecurity.</p> <p>Overview of strategies to increase energy supply: renewables and non-renewables. An example to show how the extraction of a fossil fuel has both advantages and disadvantages – Fracking. Methods for a sustainable future. An example of a local renewable energy scheme in an LIC or NEE to provide sustainable supplies of energy – Chambamontera, Peru</p>
Procedural knowledge	<p>Applying a range of map and statistical skills to different contexts, with an increasing level of difficulty.</p> <p>Applying understanding of declarative knowledge to a range of exam questions with scaffold and support.</p> <p>Making decisions about how countries can ensure their countries have adequate energy supplies, and the successful of energy schemes at trying to improve quality of life, and reduce the impact on the environment.</p>
Assessment/Outcomes	<p>A range of relevant exam questions will be completed around climate change.</p> <p>Mid Unit test on Resource Management in the UK – Food, Water and Energy.</p> <p>End of unit cumulative test to determine any gaps in knowledge and application – Climate Change and Resource Management.</p>
Prior knowledge	<p>Students have explored the generation of energy in the year 9 climate change scheme, and consolidated this at the beginning of year 10. In year 7 (Africa), students explored how a lack of food can have consequences for a populations wellbeing.</p>
Future learning	
Why is this being studied?	<p>Students will have to apply their understanding of Resource Management in their Paper 2 Human Geography GCSE exam. AQA specification requires that this is taught to students to successfully prepare them for GCSE.</p>

Year 10	Spring 1
Topic name	Living World
Declarative Knowledge	<p>Pond ecosystem - an understanding of producers, consumers, decomposers, food chain, food web and nutrient cycling. The impact on the ecosystem of changing one component.</p> <p>Tropical rainforests</p> <ul style="list-style-type: none"> • The interdependence of climate, water, soils, plants, animals and people. How plants and animals adapt to the physical conditions. • Causes of deforestation and impacts of deforestation. • Value of tropical rainforests to people and the environment. • Strategies used to manage the rainforest. <p>Hot deserts</p> <ul style="list-style-type: none"> • The interdependence of climate, water, soils, plants, animals and people. How plants and animals adapt to the physical conditions. • Development opportunities in hot desert environments. • Challenges of developing hot desert environments. • Causes of desertification. • Strategies used to reduce the risk of desertification – water and soil management, tree planting and use of appropriate technology.
Procedural knowledge	<p>Applying a range of map and statistical skills to different contexts, with an increasing level of difficulty.</p> <p>Applying understanding of declarative knowledge to a range of exam questions with scaffold and support.</p> <p>Making decisions about how different environments can be sustainably managed.</p>
Assessment/Outcomes	<p>A range of relevant exam questions will be completed the living world topic areas.</p> <p>Mid unit test to check understanding of Tropical Rainforests.</p> <p>End of unit cumulative test to determine any gaps in knowledge and application on the climate change, resource management and living world topic.</p>
Prior knowledge	<p>In year 8 students explored the Amazon Rainforest, looking at key characteristics, such as weather, vegetation and animal adaptations. Links the climate change, with deforestation of rainforests being a major contributor to climate change.</p>
Future learning	

Why is this being studied?	Students will have to apply their understanding of different ecosystems in their Paper 1 Physical Geography GCSE exam. AQA specification requires that this is taught to students to successfully prepare them for GCSE.
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Year 10	Spring 2
Topic name	Urban Issues and Challenges
Declarative Knowledge	<p>Urban trends in different parts of the world including HICs and LICs.</p> <p>Factors affecting the rate of urbanisation – migration (push–pull theory), natural increase. The emergence of megacities.</p> <p>A case study of a major city in an LIC or NEE, to highlight the location and importance of the city, regionally, nationally and internationally, how urban growth has created opportunities and challenges. An example of how urban planning is improving the quality of life for the urban poor.</p> <p>Overview of the distribution of population and the major cities in the UK.</p> <p>A case study of a major city in the UK to highlight 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 and challenges. An example of an urban regeneration project in the UK. Features of sustainable urban living, along with an example of a sustainable city/ area. How urban transport strategies are used to reduce traffic congestion.</p>
Procedural knowledge	<p>Applying a range of map and statistical skills to different contexts, with an increasing level of difficulty.</p> <p>Applying understanding of declarative knowledge to a range of exam questions with scaffold and support.</p> <p>Making decisions about how the whether the opportunities outweigh the challenges in cities, and how planning can create solutions to urban problems.</p>
Assessment/Outcomes	<p>A range of relevant exam questions will be completed urban issues and challenges topic areas.</p> <p>Mid unit test to check understanding of Lagos NEE case study.</p> <p>End of unit cumulative test to determine any gaps in knowledge and application on the climate change, resource management and living world topic and urban issues and challenges topic.</p>
Prior knowledge	<p>In year 7, push and pull factors for cities in HIC's where explored. In year 8 Favela's in Brazil where explored to highlight housing, sanitation and education issues in cities in LIC's and NEE's. In year 9 Mumbai and Manchester were explored to give students two contrasting examples of the opportunities and challenges found in urban areas.</p>
Future learning	<p>The urban issues and challenges topic, has many similarities and links with the economic world topic, students will be expected to apply their understanding to how urban issues are linked to economic issues found within different countries.</p>

Why is this being studied?	Students will have to apply their understanding of Urban issues and challenges in their Paper 2 Human Geography GCSE exam. AQA specification requires that this is taught to students to successfully prepare them for GCSE.
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Year 10	Summer 1
Topic name	Rivers
Declarative Knowledge	<p>The long profile and changing cross profile of a river and its valley.</p> <p>Fluvial Processes; erosion – hydraulic action, abrasion, attrition, solution. Transportation – traction, saltation, suspension and solution.</p> <p>Deposition – why rivers deposit sediment.</p> <p>Characteristics and formation of landforms resulting from erosion – interlocking spurs, waterfalls and gorges.</p> <p>Characteristics and formation of landforms resulting from erosion and deposition – meanders and ox-bow lakes.</p> <p>Characteristics and formation of landforms resulting from deposition – levees, flood plains and estuaries.</p> <p>How physical and human factors affect the flood risk.</p> <p>Hydrographs</p> <p>The costs and benefits of the hard and soft engineering management strategies.</p> <p>An example of a flood management scheme in the UK to show:</p> <ul style="list-style-type: none"> • why the scheme was required • the management strategy • the social, economic and environmental issues.
Procedural knowledge	<p>Applying a range of map and statistical skills to different contexts, with an increasing level of difficulty, including the use of hydrographs.</p> <p>Applying understanding of declarative knowledge to a range of exam questions with scaffold and support.</p> <p>Making decisions about how different environments can be effectively managed against flood risk.</p>
Assessment/Outcomes	<p>A range of relevant exam questions completed for the rivers topic.</p> <p>Mid unit test to check understanding of river processes and landforms.</p> <p>End of unit cumulative test to determine any gaps in knowledge and application on the climate change, resource management, living world and rivers.</p>
Prior knowledge	In year 8 students looks at a rivers make up when exploring the Amazon Rainforest through the Amazon river.

Future learning	Many of the processes involved in rivers are also present in coastal landscapes, students will be able to apply this understanding to the next topic of coasts.
Why is this being studied?	Students will have to apply their understanding of river processes in their Paper 1 Physical Geography GCSE exam. AQA specification requires that this is taught to students to successfully prepare them for GCSE.

Year 10	Summer 2
Topic name	Coasts
Declarative Knowledge	<p>Wave types and characteristics.</p> <p>Coastal processes: weathering processes – mechanical, chemical • mass movement – sliding, slumping and rock falls. Erosion – hydraulic power, abrasion and attrition • transportation – longshore drift. Deposition – why sediment is deposited in coastal areas.</p> <p>Characteristics and formation of landforms resulting from erosion – headlands and bays, cliffs and wave cut platforms, caves, arches and stacks.</p> <p>Characteristics and formation of landforms resulting from deposition – beaches, sand dunes, spits and bars.</p> <p>An example of a section of coastline in the UK to identify its major landforms of erosion and deposition.</p> <p>The costs and benefits of the hard and soft engineering management strategies:</p> <p>An example of a coastal management scheme in the UK to show:</p> <ul style="list-style-type: none"> • the reasons for management • the management strategy • the resulting effects and conflicts.
Procedural knowledge	<p>Applying a range of map and statistical skills to different contexts, with an increasing level of difficulty.</p> <p>Applying understanding of declarative knowledge to a range of exam questions with scaffold and support.</p> <p>Making decisions about how different environments can be effectively managed against coastal erosion and flooding.</p>
Assessment/Outcomes	<p>A range of relevant exam questions completed for the coasts topic.</p> <p>Mid unit test to check understanding of coastal processes and landforms.</p> <p>PPE which will assess knowledge and understanding of all topics taught so far.</p>
Prior knowledge	In year 8, during the North America scheme students explored different wave types, and the formation of caves, arches, stacks and stumps.

Future learning	The physical fieldwork investigation that students undertake in the next term is around assess the effectiveness of coastal management strategies in the coastal town 'Criccieth'.
Why is this being studied?	Students will have to apply their understanding of river processes in their Paper 1 Physical Geography GCSE exam. AQA specification requires that this is taught to students to successfully prepare them for GCSE.

Year 11	Autumn 1
Topic name	Fieldwork Investigations
Declarative Knowledge	<p>The different elements of a fieldwork investigation and the different between them – Question/ Hypothesis, Methods, Data Collection, Data Presentation, Analysis, Conclusion, Evaluation.</p> <p>Physical Fieldwork: 'Is coastal erosion controlling coastal erosion at Criccieth?' Coastal processes; erosion, transportation and deposition. A range of hard (groynes, sea wall, rock amour) and soft engineering (managed retreat) management strategies to reduce coastal erosion.</p> <p>Human Fieldwork: 'Has the regeneration of Salford Quays has provided social, economic and environmental benefits?'</p>
Procedural knowledge	<p>Applying a range of map and statistical skills to different contexts, with an increasing level of difficulty.</p> <p>Applying understanding of declarative knowledge to a range of exam questions with scaffold and support.</p> <p>Making decisions about how countries at different levels of development are impacted different by climate change, and how different types of countries should be mitigating against climate change.</p>
Assessment/Outcomes	<p>A range of relevant exam questions will be completed around climate change.</p> <p>End of unit test to determine any gaps in knowledge and application on the climate change topic.</p>
Prior knowledge	<p>In year 10, in the Urban Issues and Challenges topic students studied regeneration, and how this impacted an area – they focussed on the area of Salford Quays.</p> <p>Understanding of social, economic and environmental factors in a range of different contexts.</p>

Future learning	An future learning that includes map skills or investigations in geography and science based subjects.
Why is this being studied?	Students will have to apply their understanding of their own fieldwork investigations in their Paper 3 Geographical Applications GCSE exam. AQA specification requires that this is taught to students to successfully prepare them for GCSE.

Year 11	Autumn 2
Topic name	Natural Hazards
Declarative Knowledge	<p>Types of natural hazards, and the factors affecting hazard risk.</p> <p>Tectonic Hazards: Plate tectonics theory, Convection currents in the mantle. Global distribution of earthquakes and volcanic eruptions and their relationship to plate margins. Processes taking place at different types of plate margin (constructive, destructive and conservative). Primary and secondary effects of a tectonic hazard, and the Immediate and long-term responses to a tectonic hazard. Case Study Examples (Italy and Nepal) to show how the effects and responses to a tectonic hazard vary between two areas of contrasting levels of wealth. 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.</p> <p>Weather Hazards: Global atmospheric circulation model: pressure belts and surface winds. Distribution of tropical storms (hurricanes, cyclones, typhoons). Causes and structure of a tropical storm. Primary and secondary effects of tropical storms, and the immediate and long-term responses to tropical storms. Case study (Haiyan) of a tropical storm to show its effects and responses. How monitoring, prediction, protection and planning can reduce the effects of tropical storms.</p> <p>Types of weather hazard experienced in the UK. An example of a recent extreme weather event in the UK to illustrate: causes, social, economic and environmental impacts. How management strategies can reduce risk. Evidence that weather is becoming more extreme in the UK.</p>
Procedural knowledge	<p>Applying a range of map and statistical skills to different contexts, with an increasing level of difficulty.</p> <p>Applying understanding of declarative knowledge to a range of exam questions with scaffold and support.</p> <p>Making decisions about how countries at different levels of development are impacted differently by tectonic and weather hazards, and which are the best methods to reduce any damage caused.</p>

Assessment/Outcomes	A range of relevant exam questions will be completed around natural hazards. Mid Unit test on hazards to check understanding of physical processes around tectonics. PPE which will test understanding all units taught in year 10 and 11.
Prior knowledge	In year 9 students studied a tectonic hazards unit, where they explored plate boundaries and case study examples of volcanoes and earthquakes.
Future learning	Link with the future topic of economic world, students have considered how natural hazards can impact the economy of a country, they will learn other factors that impact a countries economy.
Why is this being studied?	Students will have to apply their understanding of tectonic and weather hazards in their Paper 1 Human Geography GCSE exam. AQA specification requires that this is taught to students to successfully prepare them for GCSE.

Year 11	Spring 1
Topic name	Changing Economic World
Declarative Knowledge	<p>Different economic and social measures of development: gross national income – GNI/HDI etc. Limitations of GNI and HDI. Demographic Transition Model. Causes and consequences of uneven development.</p> <p>Strategies used to reduce the development gap: investment, industrial development and tourism, aid, using intermediate technology, fairtrade, debt relief, microfinance loans.</p> <p>An example of how the growth of tourism in an LIC or NEE helps to reduce the development gap – Kenya.</p> <p>NEE Case Study: Nigeria. To explore the location and importance of the country, regionally and globally, the wider political, social, cultural and environmental context. The changing industrial structure. How manufacturing industry can stimulate economic development</p> <p>The role of TNCs, their advantages and disadvantages to the host country. The changing political and trading relationships with the wider world. International aid: types and impacts. The environmental impacts of economic development. The effects of economic development on quality of life for the population.</p> <p>Economic futures in the UK: 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. Impacts of industry on the physical environment. Modern sustainable industrial development. 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. The north–south divide- strategies used in an attempt to resolve</p>

	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.
Procedural knowledge	Applying a range of map and statistical skills to different contexts, with an increasing level of difficulty. Applying understanding of declarative knowledge to a range of exam questions with scaffold and support. Making decisions about whether strategies used to increase the economies of areas are successful.
Assessment/Outcomes	A range of relevant exam questions will be completed the living world topic areas. Mid unit test to check understanding of Tropical Rainforests. End of unit cumulative test to determine any gaps in knowledge and application on the climate change, resource management and living world topic.
Prior knowledge	In year 10 students have explore urban issues and challenges in countries at different levels of development.
Future learning	
Why is this being studied?	Students will have to apply their understanding of different economies in their Paper 2 Human Geography GCSE exam. AQA specification requires that this is taught to students to successfully prepare them for GCSE.

Year 11	Spring 2
Topic name	Issue Evaluation
Declarative Knowledge	Centre is issue with a pre release booklet 12 weeks prior to the paper 3 Geographical applications exam. Booklet topic can be taken from any part of the course, apart from optional areas. Previous topics have been tourism, waste management, water transfer schemes, tropical rainforests and slums. Students are taught the information, vocabulary and concepts within the booklets, and given many opportunities to practice questions to prepare them for the questions that may come up within the exam.

Procedural knowledge	Applying a range of map and statistical skills to different contexts, with an increasing level of difficulty. Applying understanding of declarative knowledge to a range of exam questions with scaffold and support. Making decisions about the topic area held within the pre release booklet.
Assessment/Outcomes	Students given a practice set of questions to test their understanding and application of the pre release booklet information. GCSE exams will fall here.
Prior knowledge	TBC. Depends on the topic area of the pre release material.
Future learning	
Why is this being studied?	Students will have to apply their understanding of the pre release to unseen questions in their Paper 3 Geographical Applications GCSE exam. AQA specification requires that this is taught to students to successfully prepare them for GCSE.