Subject: Year 7 Geography

Year 7 Curriculum Intent: Our students arrive at the school with a range of geographical experiences, so we are conscious of the need to provide students the opportunity to display their learning from KS2 by asking them the key question of 'What is Geography?' allowing for collaboration within the classroom and the development of the student, teacher relationship. Students are taken on a journey from local to global in the topic of 'Biomes and Rainforests' analysing the influence of latitude on climate, vegetation, and animals. Climate graph analysis features heavily here as a weaker skill for our GCSE students. Finally, students are introduced to the interconnectedness of physical and human geography through the study of deforestation in the Amazon Rainforest. In the modern age of social media, our students are often aware of the need for environmental conservation yet fail to appreciate the economic circumstances underpinning environmental degradation. Through a decision-making exercise analysing conflict, students develop empathy for those involved in logging, mining, and farming practices and consider approaches to sustainable management supporting economic stability as well as environmental conservation. Students then analyse the geography of our local area through the topic of 'Settlement and map skills'. Students describe the site of Manchester through a variety of O.S map skills and explain the changing urban landscape through the periods of industrialisation, de-industrialisation and regeneration. The sustainability of this regeneration is evaluated through the lens of socio-economic circumstances. Urban sustainability largely revolves around the effective provision of food, water and energy. This is explored through the 'Resources and Energy' topic. Factors influencing surplus and deficit of food, water and energy are considered with explicit links to economic development. Through a decision-making exercise, students are asked to consider the future of energy supply in the U.K by analysing a range of renewable and non-renewable possibilities. The influence of energy supply on climate change exemplifies how local actions can have global consequences. In our final topic of the year 'Rivers and Coasts' students begin to understand the importance rivers play in providing one of our key resources while also shaping the landscape through which they pass. Links and connections are explored through the long profile of a river, settlement site as well as the hazards associated with river flooding. Coastal landscapes further demonstrate the influence water has in shaping our landscape as well as socio-economic issues of coastal management. Overall, year 7 students learn to appreciate how physical and human factors combine to change landscapes over time at both a local and global scale.

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	Scheme 1: What is Geography?	Scheme 2: Biomes and Rainforests	Scheme 3: Settlement and map skills	Scheme 4: Resources and Energy	Scheme 5: Rivers and Coasts
Acquire	Geography is the study of the earth's landscapes, people, places and environments. Physical geography is the study of the natural world Human geography is the study of human activity on our planet.	The world has several different climate zones. Global ecosystems are called biomes Biomes are characterised by their unique climate, plants and animals. The Tropical Rainforest biome has high levels of biodiversity.	Settlement site is influences by a range of physical factors. Settlements can be categorised and fit into a hierarchy depending on number of, population size and available services. Settlements can have	The distribution of food, water and energy around the world is uneven. The supply of food in the U.K involves a mixture of self-sufficiency and imports. The importance of water security.	All water is part of the global hydrological cycle. The surface of the earth is broken up into separate drainage basins. Drainage basins are shaped by physical processes of erosion, transportation, deposition and weathering.

	Environmental geography is the study of the interactions between human and physical processes. There are 7 continents and 5 oceans. Continents contain counties. Each country has a capital city.	Biodiversity in Tropical Rainforests is under threat from human activity. Sustainable management is a way of protecting biodiversity in Tropical Rainforests.	different patterns of land use. Urban areas change over time and create distinctive zones (Burgess Model). Inner city Manchester has experienced change (Industrialisation, De-industrialisation and Regeneration). Urban regeneration creates opportunities and challenges for different stakeholders. Sustainable urban areas consider social, economic and environmental issues both now and in the future.	U.K energy mix (Non-renewable and renewable) Factors influencing carbon footprint. The enhanced greenhouse effect. Impacts of climate change. Methods of mitigation and adaptation to climate change.	Fluvial processes create distinctive landforms along the course of a river. A coastline is where the land meets the sea. Coastlines are shaped by the physical processes of erosion, transportation, deposition and weathering. Coastal erosion poses a range of social, economic and environmental issues in the U.K
Apply	Analysing a variety of geographical sources to determine the difference between physical, human and environmental geography. Pie chart analysis continent and oceans.	Analysis of climate graphs to describe biomes using accurate data. Designing an animal to survive in the Rainforest. Analysing conflict around resource exploitation and conservation.	Justifying decisions on settlement site. Analysis of O.S maps to demonstrate a range of skills (symbols, grid references, distance and scale, relief). Analysing stakeholder viewpoints on urban regeneration.	Analysis of a range of maps to describe the distribution of resource supply and demand. Pie chart analysis of U.K energy supply. Collaboration. Working as part of a team during an energy debate. Justifying choices referring to sustainability.	Explaining how physical processes create distinctive landforms. Identifying river and coastal landforms on O.S maps. Understanding the conflict that exists around the management of U.K coastlines.
Vocabulary	Geography Physical Human Environmental Continent	Biomes Latitude Tropical Rainforest Environment Producers	Hierarchy Terraced Linear settlement Dispersed settlement Nucleated settlement	Consume Surplus Deficit Fossil fuel Environment	Hydrological cycle Drainage basin Process Landform Coastline

	Ocean Country Capital Antarctica Arctic	Photosynthesis Temperature Indigenous Deforestation Sustainable	Brownfield site Contour Environment Map symbol Settlement	Famine Climate Change Mitigation Nuclear energy Renewable energy	Weathering Geology Management Holderness Cost-benefit analysis
Assessment	World knowledge: Spellings and location of continents and oceans	Milestone 1: Describing climate graphs. Milestone 2: Term 1 assessment. Mixture of multiple choice, source analysis and extended writing.	Milestone 3: Analysis of map evidence to determine settlement site. Milestone 4: Term 2 assessment. Mixture of multiple choice, source analysis and extended writing.	Milestone 5: Write up of the energy debate justifying sustainable choices. Milestone 6: End of year milestone. Mixture of multiple choice, source analysis and extended writing questions based on all units covered in year 7 so far.	Milestone 7: Explaining the formation of river landforms.

Subject: Year 8 Geography
Year 8 curriculum intent: Our year 8 curriculum continues to challenge students learning with an increasingly global perspective focussing on the diversity that exists in life experiences across populations. The year starts with an analysis of world population growth since 1800 considering population distribution. In year 7 students were introduced to the concept of inequality at a local and global scale. By studying global inequalities in wealth, health and education students deepen their understanding considering the procedural knowledge of how development indicators are used to make judgements about nations. Critical thinking and numeracy skills are incorporated here to critically evaluate a range of possible development indicators. A variety of strategies to reduce the development gap are evaluated before students are asked to analyse the sustainability of the 'Sand Dam' project in rural Kenya. The challenge of service provision in rural parts of developing nations leads into our next topic 'Urban Life in Africa' where students analyse the opportunities and challenges of rapid urbanisation of Lagos, Nigeria. The concept of culture features strongly here and how this is influenced by a range of physical and

human factors. A decision-making exercise gives students the opportunity to evaluate a range of potential futures for the squatter settlement of Makoko. Ingenuity in the face of adversity makes this a very powerful learning experience for many pupils. The 'Weather and Climate' unit marks a shift towards physical geography for the remainder of year 8. Students explore the procedural knowledge of how weather data is collected to determine the climate of a place. This learning is then applied to their local area through a microclimate enquiry. Students analyse the temperature and wind speeds at various sites around the school site to judge the influence of the school building. Primary data is then analysed and presented back in the classroom for conclusions to be drawn. This builds a strong foundation for GCSE fieldwork completed in year 10. Year 8 concludes with a global study of 'Natural Hazards'. Geological timescales are explored with tectonic plate theory used to explain changes over time as well as an assessment of the scale of tectonic hazards facing the world today. Overall, year 8 students continue to explore how physical and human factors combine to change landscapes over time at both a local and global scale with increasing complexity compared to year 7.

	Scheme 1: Population and economic development	Scheme 2: Urban life in Africa	Scheme 3: Weather and climate	Scheme 4: Natural hazards	
Acquire	World population has increased rapidly over the last 200 years. The difference between LIC, NEE and HIC countries. Factors influencing economic development Demographic transition through the study of the Amazon, Mozambique, China, The U.K and Japan. How international aid can help to improve development. Sustainability of international aid. Sand dams in Kenya.	Urbanisation is the increasing percentage of people living in towns and cities. Lagos is a rapidly urbanising megacity in the West African country of Nigeria. Urbanisation is caused by a combination of natural increase and rural to urban migration. Rapid urbanisation in Lagos creates economic opportunities and challenges. Rapid urbanisation in Lagos creates social opportunities and challenges.	Weather is the day-to-day conditions in the atmosphere. Climate is the average weather conditions of a particular place. The climate of a place is largely influenced by latitude. Other factors are important too. The climate of the U.K is influenced by a wide range of factors. U.K weather is changeable due to air masses and air pressure (anticyclones and depressions) Microclimates help to explain small scale variations in weather.	Natural hazards are extreme natural events that can cause loss of life, extreme damage to property and / or disrupt human activities. Tectonic hazards are caused by the movement of the Earth's crust which is directly influenced by Earth's inner heat. Earthquakes and volcanoes are mainly distributed along tectonic plate boundaries. Tropical storms pose significant risks to coastal communities in tropical parts of the world. The impacts of natural hazards can vary depending on a variety of factors.	

		Improving the quality of life for the urban poor in Lagos is challenging due to a wide range of factors.		Managing the risk from natural hazards relies on effective monitoring, planning, prediction and protection. People continue to live in hazardous parts of the world.	
Apply	Explaining factors influencing population increase. Explaining global population distribution. Identifying reasons for limited economic development Explaining the link between demographic transition and economic development. Evaluating the sustainability of international aid.	Explaining why global patterns of urbanisation vary. Analysing the link between rural to urban migration and natural increase. Explaining the link between informal employment and housing / education provision in Lagos. Justifying sustainable choices to improve the quality of life for the urban poor in Lagos, Nigeria.	Understanding why the climate of the U.K varies from season to season. Understanding the variety of factors influencing climate (latitude, distance from the sea, altitude). Explaining the influence of air masses on U.K weather. Explaining how low and high pressure systems will influence weather patterns in the U.K Describing the passage of a depression. Accurately analyse primary data to draw valid conclusions for a microclimate enquiry.	Explaining the link between the structure of the Earth and tectonic hazards. Explaining the physical processes leading to a variety of natural hazards. Explaining the factors influencing hazard risk. Analysing the link between distribution of natural hazards and population density.	
Vocabulary	Development Population Distribution Demographic Economic Environmental Life expectancy Tertiary Dependent	Nigeria Migration Squatter settlement Informal Illegal Opportunities Challenges Cholera Makoko	Weather Climate Precipitation Anticyclone Depression Lightning Relief Convectional rainfall Anemometer	Tectonic Natural Hazard Boundary Volcano Earthquake Tropical storm Management Convection currents Friction	

	Mortality	Development	Microclimate	Destructive	
Assessment	Milestone 1: Write up of 'The Trade Game' explaining how the pattern of global trade leads to inequalities. Milestone 2: Term 1 assessment Mixture of multiple choice, source analysis and extended writing. Topic of population and economic development	Milestone 3: Opportunities and challenges of life in Makoko. Milestone 4: Term 1 assessment Mixture of multiple choice, source analysis and extended writing. Topic of urban life in Africa.	Milestone 4: Microclimate enquiry write up. Milestone 5: End of year assessment. Mixture of multiple choice, source analysis and extended writing. All topics studied in year 8 included with the addition of skills acquired in year 7.	Milestone 6: Managing the risk of natural hazards.	

Subject: Year 9 Geography
• Year 9 Curriculum Intent: The geography department aims to provide year 9 students with a challenging and diverse curriculum. In year 9 our focus is on understanding 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. This 'big idea' is supported by the foundational knowledge and skills developed during years 7 and 8. Students begin in our local area studying Etherow Country park as an example of a small-scale ecosystem. A wide range of biotic and abiotic features are analysed with the concept of interdependence made explicit by analysing of a range of physical and human influences. Global comparisons are then made through the study of the Tropical Rainforest and Hot Desert biome. The 'big idea' that human activity depends on effective ecosystem functioning is explored through deforestation in the Amazon Rainforest and tourism in the Thar Desert. In both locations, economic activity depends on the effective conservation of this fragile ecosystem. Students are encouraged to critically evaluate why this sustainable approach is often overlooked in the pursuit of rapid economic growth. Students then return to the U.K to consider the important role water has in shaping the physical landscape of the U.K both in terms of rivers and our extensive coastlines. Year 9 students are continually asked to reflect on how physical processes have influenced human activity and equally how human activity can influence physical processes. Students are

asked to complete a variety of decision-making exercises where the sustainability of strategies to manage river flooding and coastal erosion are assessed.					
	Scheme 1: Ecosystems	Scheme 2: Tropical Rainforests	Scheme 3: Hot Deserts	Scheme 4: River Landscapes in the U.K	Scheme 5: Coastal Landscapes in the U.K
Acquire	What is an ecosystem? Biotic and abiotic components. Producers, consumers and decomposers. Physical and human influences on ecosystems. Global biomes.	Distribution of Tropical Rainforests. Climate of Tropical Rainforests. Plant and animal adaptations. Causes of deforestation in the Amazon Impacts of deforestation in the Amazon. Sustainable management of the Amazon.	Distribution of Hot Deserts. Climate of Hot Deserts. Plant and animal adaptations. Opportunities and Challenges to human development in the Thar Desert. What is desertification? Physical and Human causes of desertification. Managing desertification in the Sahel region of Africa.	Characteristics of the upper, middle and lower courses of a river. Processes of erosion, transportation and deposition. Landforms of erosion and deposition. Physical and human factors influencing flooding. Impacts of flooding. Management of flooding.	Characteristics of constructive and destructive waves Processes of erosion, transportation and deposition. Landforms of erosion and deposition. How geology influences the risk of coastal erosion. Impacts of coastal flooding and erosion. Management of coastal flooding and erosion.
Apply	Food chain / web interpretation. Climate graph analysis. Factors influencing biomass. Distribution of global biomes.	Distribution of Tropical rainforests Climate graph analysis. Nutrient cycling in the Rainforest. Understanding a range of stakeholder views on deforestation. Evaluation of strategies to sustainably manage the Amazon rainforest.	Distribution of Hot Deserts. Climate graph analysis. Nutrient cycling in Hot Deserts. Understanding how opportunities and challenges to development in the Thar are influenced by location and climate. Evaluation of strategies to sustainably manage the risk of desertification in the Sahel region of Africa.	Explaining how river landforms change over time due to fluvial processes. Analysis of flood hydrographs. Analysis of O.S maps. Evaluation of strategies to manage river flooding.	Explaining the influence of constructive and destructive waves on beach profiles. Explaining how geology influences mass movement and coastal landforms. Analysis of O.S maps Evaluation of strategies to manage

					coastal flooding / erosion
Vocabulary	Ecosystem Biotic Abiotic Producer Consumer Decomposer Interdependence Biome Climate Etherow Country Park	Humid Biodiverse Convectional rainfall Leaching Adaptations Deforestation Subsistence Commercial Sustainable Amazon	Diurnal Infertile Hadley cell Adaptations Opportunities Challenges Irrigation Desertification Semi-arid Sahel	Long profile Valley Channel Process Landform Sediment Discharge Hydrograph Hard engineering Soft engineering	Coastline Constructive Destructive Swash Backwash Landform Process Geology Hard engineering Soft engineering
Assessment	Milestone 1: **'**All features of ecosystems are linked' (6 marks)	Milestone 2: 'Describe and explain the features of the vegetation shown (6 marks) Milestone 3: Term 1 exam on Ecosystems and Rainforests to provide progress judgement for monitoring window.	Milestone 4: 'To what extent does your chosen environment provide both opportunities and challenges to human development?' (6 marks)	Milestone 5: 'Explain how the landforms shown are created by physical processes' (6 marks) Milestone 6: End of year exam to provide progress judgement for monitoring window.	Milestone 7: 'Explain how the sea defences shown help to protect the coastline from erosion (4 marks)

<u>Geography Curriculum Intent</u>

At The Kingsway School, we believe the study of geography is important because it is, in the broadest sense, an education for life and for living. Learning through geography, whether gained through classroom lessons or experientially through fieldwork, helps us all to be more socially and environmentally sensitive, better informed, and more responsible as global citizens.

The foundations of geography are built on a fundamental understanding of how geographical processes interact to create distinctive human and physical landscapes that change over time.

The core knowledge that learners are expected to acquire in the geography curriculum is:

- **Locational knowledge** – from the local to global scale, deepening students' spatial awareness of the world's countries.
- **Place knowledge** -Understanding the geographical similarities, differences, and links between places.
- **Environmental, human and physical geography** – For example, migration, glaciation and climate change.
- **Geographical skills and fieldwork** – Interpret a wide range of geographical sources of evidence such as maps, photographs and graphs as well as collecting, analysing and drawing conclusions from geographical data through fieldwork.

Learners are then expected to apply this knowledge by considering:

- **Space and place** – That places are not isolated but connected to other places.
- **Scale and connection** – That decisions and events at a local level can have global consequences; and global processes can have different effects locally.
- **People and environment** – 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.

Key Stage 4

The department decided that the new GCSE curriculum of 2016 was to be delivered as a two-year course year course with year 9 acting as a transition from KS3 into GCSE. The rationale behind this was that we wanted to create time for students to receive feedback and respond to action points so that formative milestones would aid progress.

Then through Year 10 and into Year 11 the human topics which benefit from wider life experience, maturity, and empathy.

In Year 10 and into Year 11 students focus on human geography topics which benefit from wider life experience, maturity and empathy and human responses to hazards caused by the interaction of humans with the physical world and natural environment.
Our specification enables a variety of teaching and learning approaches. This exciting and relevant course studies geography in a balanced framework of physical and human themes and investigates the link between them.

Students will travel the world from their classroom, exploring case studies in the United Kingdom (UK), higher income countries (HICs), newly emerging economies (NEEs) and lower income countries (LICs).

Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Students are also encouraged to understand their role in society by considering different viewpoints, values, and attitudes.
Upon completion of this two-year course, students will have the skills and experience to progress onto A-level and beyond. The department was recognised in 2019 by the Royal Geographical Society as being in the top 20 nationally for the largest cohort of students at GCSE.

Subject: Year 10 Geography

Year 10 Curriculum Intent: The geography department aims to provide year 10 students with a challenging and diverse curriculum that not only meets the needs of the AQA GCSE curriculum, but also develops a wide range of skills to assist further studies at A-level as well as employability. Year 10 start the year

studying ‘The Challenge of Natural Hazards’. Through the study of tectonic and weather hazards, students understand the physical processes responsible for volcanoes and earthquakes (tectonic) as well as tropical storms (weather). Students are encouraged to consider why much of this unit takes a global perspective in terms of the position of the U.K in relation to tectonic plates as well as latitude, the key factor influencing climate. The local context of extreme weather in the U.K is then analysed through exemplification of contrasting extreme events in our recent history. This concludes with the realisation that our weather is increasingly becoming more extreme with scientific research suggesting climate change as the key factor. Paper 1 is concluded with an in depth study the evidence for climate change and its impacts as well as a decision-making exercise on the sustainability of possible mitigation and adaptation strategies. Students conclude year 10 by commencing their work on paper 2, human geography, with the unit ‘Urban Issues and Challenges’. With an increasing percentage of the world’s population living in cities, it is important for students to analyse the opportunities and challenges this creates through case studies of urbanisation in Mumbai as well as urban change in Greater Manchester. Finally, opportunities for fieldwork are provided through a human geography study of the regeneration of Salford Quays as well as a physical geography study of changing river characteristics in Edale. Throughout year 10 students are encouraged to critically evaluate the evidence provided as well as make links and connections between physical and human geography topics which builds the foundation for the synoptic paper 3 in year 11.

	Scheme 1: Tectonic hazards	Scheme 2: Weather hazards	Scheme 3: Climate change	Scheme 4: The Urban world	Scheme 5: Urban change in the U. K
Acquire	The structure of the earth. Distribution of earthquakes and volcanoes Primary and secondary impacts of tectonic hazards. Immediate and long-term responses to tectonic hazards.	Global atmospheric circulation. Distribution of tropical storms. Primary and secondary impacts of tropical storms. Immediate and long-term responses to tropical storms. Extreme weather in the U.K	Evidence for climate change. Natural influences on global climate. Human influences on global climate. Impacts of climate change Methods of mitigation. Methods of adaptation.	Urbanisation is an increasing percentage of people living in urban areas. Factors influencing the growth of megacities. Opportunities of urban growth in NEEs. Challenges of urban growth in NEEs. Strategies to improve the quality of life for the urban poor in NEEs.	Population distribution in the U.K Industrialisation, de-industrialisation and regeneration in Manchester. Opportunities of urban change. Challenges of urban change. Traffic congestion Strategies to reduce traffic congestion Sustainable cities.
Apply	Physical processes leading to earthquakes and volcanoes. Factors influencing tectonic hazard risk	Understanding the connection between global atmospheric circulation and the distribution of tropical storms.	Evaluating the influence of natural and human influences on recent global warming. Analysing the influence of economic	Understanding the connection between patterns of urbanisation and economic activity. Explaining the connection between	Factors influencing population distribution in the U.K. The influence of urban change on quality of life within urban areas.

	Factors influencing the effectiveness of responses. How development influences long term responses to tectonic hazards.	Factors influencing the risk of tropical storms. Factors influencing the effectiveness of responses to tropical storms. How development influences long term responses to tropical storms. Understanding patterns of extreme weather in the U.K.	development on the impacts of global warming. Evaluating methods of mitigation. Evaluating methods of adaptation.	service provision in NEEs and the informal economy. Evaluating strategies to improve the quality of life for the urban poor in NEEs.	Impacts of inequalities in urban areas. Critical evaluation of recent regeneration in Manchester.
Vocabulary	Tectonic plates Constructive Destructive Conservative Earthquake Volcano Hazard Impacts Responses Sustainable	Global atmospheric circulation. Tropical storms 27°C Storm track Storm surge Philippines Haiyan Impacts Responses Extreme weather	Climate change Global warming Quaternary period Milankovitch cycles Fossil fuels Carbon dioxide Enhanced greenhouse effect Proxy data Mitigation Adaptation	Urbanisation Megacity Rural to urban migration Natural increase Squatter settlement Dharavi Informal economy Service provision Quality of life Slum rehabilitation	Industrialisation De-industrialisation Regeneration Derelict Land use Inequality Social deprivation Gentrification Traffic congestion Sustainable city
Assessment	Milestone 1: Suggest why both volcanoes and earthquakes occur in New Zealand (6 marks) Milestone 2: 'Long term responses are more important than immediate responses -Agree? (9 marks)	Milestone 3: Term 1 exam to provide working at grade for monitoring window. FAR marking provided focussing on the weather hazards unit. Milestone 4: Assess the extent to which Tropical storms have effects on	Milestone 5: Explain how the increasing use of fossil fuels and changes in agriculture may have contributed to global changes in temperature (4 marks) Milestone 6: End of year 10 exam (PPE 1) to provide working at	Milestone 7: Suggest why managing traffic congestion and air pollution may be challenging (6 marks) Milestone 8: Assess the challenge of providing services to the city's population (6 marks)	Milestone 9: Suggest reasons for inequalities in education (4 marks) Milestone 10: To what extent has urban change created opportunities? (9 marks)

		people and the environment (9 marks)	grade for monitoring window. FAR marking provided for key weaknesses identified by class teacher.		

Subject: Year 11 Geography
The geography department aims to provide year 11 students with a challenging and diverse curriculum that not only meets the needs of the AQA GCSE curriculum, but also develops a wide range of skills to assist further studies at A-level as well as employability. Year 11 start the year studying the paper 2, Human Geography, topic of 'The Changing Economic World' by considering global inequalities in wealth, health, and education. Procedural knowledge of how judgements are made regarding LIC / NEE / HIC are made with emphasis on the importance of composite measures to reflect the complexity of human development. The rapid economic growth of India forms a case study of development where students reflect on issues of inequality, corruption as well as environmental conservation. This allows for recall of challenges and opportunities in Mumbai, our case study of rapid urban growth studied during year 10. Finally, students evaluate the changes to the economy of the U.K with a reflection on the rapidly changing jobs market they will soon be entering. The influence of technology such as AI is included here. At a point where students are starting to consider their college choices and possible careers this aids engagement in the subject content. Keeping the curriculum relevant to students continues with the study of 'The Challenge of Resource Management'. Many students can recall discussions at home around energy bills, weekly shopping costs and hosepipe bans in the summer. With this prior knowledge, students are guided through the challenges facing the U.K in terms of reliable supplies of essential resources. Should our food supply become more self-sufficient? How well is the U.K doing in its shift to renewable sources of energy? What are the economic and environmental issues around reliable energy supplies? Will we continue to have clean, reliable water supply in the future? This unit then takes a global perspective analysing issues around food security considering the factors influencing food supply, impacts of food insecurity and sustainability of methods to increase food security. A decision-making exercise on the sustainability of large-scale V's small-scale strategies to increase food supply is left until late on in year 11 due to the volume of synoptic links made possible through this aspect of the course. Year 11 concludes with analysis of fieldwork data collected at the end of year 10. This not only prepares students for paper 3, Geographical Applications, but also revision of prior learning on urban areas and changing river characteristics.

Revision for these papers is further incorporated through preparation for the 'Issue Evaluation' released by AQA, 12 weeks before the start of the exam window. Emphasis here is on application of prior knowledge as well as source evidence to make a sustainable decision. This helps the students to recall a wide range of knowledge and skills through practical application in time for their summer exams.					
	Scheme 1: The development gap	Scheme 2: Case studies of economic change-India and the U.K	Scheme 3: The challenge of resource management	Scheme 4: Fieldwork	Scheme 5: Issue Evaluation
Acquire	Categories of development (LIC/NEE/HIC). Social and economic measures of development Demographic transition. Physical, economic and historical causes of uneven development. Consequences of uneven development. Reducing the development gap. Tourism in Kenya.	Causes of economic change. Economic impacts of economic change (multiplier effect). Social impacts of economic change and quality of life. Environmental impacts of economic change. Inequalities in economic change. Global context to economic change.	Importance of food, water and energy to economic and social wellbeing. Global inequalities in the supply and consumption of resources. The changing demand for food, water and energy in the U.K. Global patterns of calorie intake and food supply. Factors influencing the supply of and demand for food globally. Impacts of food insecurity. Strategies to increase global food supply.	Difference between physical and human enquiries. Difference between a question and hypothesis. Primary and secondary data. Risks and risk reduction. Sampling methods Methods of data presentation. Purpose of a conclusion Purpose of an evaluation.	The location of the issue / proposal The physical geography underpinning the issue. The human geography underpinning the issue The social, economic and environmental context to the issue / proposal.
Apply	Describing the global patterns of development. Analysis of strategies to measure development considering limitations.	Analysis of development indicators. Analysis of stakeholder viewpoints on economic change.	Describing patterns of global resource supply and demand. Analysing the sustainability of various strategies to improve future resource supply. Understanding stakeholder viewpoints on issues surrounding resource provision.	Measuring and recording data using different sampling methods. Applying appropriate visual, graphical and cartographic methods for data presentation.	Applying a range of O.S map skills to map based evidence of the issue. Analysis of stakeholder views on the issue. Making informed decisions based on a wide

	Understanding the context of low development in Kenya Understanding the consequences of low development in Kenya Evaluating the sustainability of tourism to improve development in Kenya.	Sustainability principles. Links to development in India and service provision in Dharavi, Mumbai. Links between development and the regeneration of Salford Quays. Similarities and differences between economic change in India and the U.K.	Understanding conflict and resource provision. Understanding the link between economic development and resource provision. Understanding the link between resource provision and environmental issues such as climate change.	Using appropriate statistical techniques to aid data presentation. Analysing data to draw substantiated conclusions. Evaluating geographical enquiries to suggest areas for improvement	range of geographical evidence.
Vocabulary	Economic development Social development Human Development Index (HDI) Inequalities Demographic transition Colonialism Fairtrade Microfinance loans Foreign investment Tourism Maasai	Industrial Post-industrial Multiplier effect Trans-national corporations (TNCs) Primary industry Secondary industry Tertiary industry Quaternary industry Infrastructure Sustainable	Resource Surplus Deficit Food security Food insecurity Appropriate technology Conflict Indus Basin Irrigation System (IBIS) Stone lines Sustainable	Physical Human Primary data Secondary data Edale Salford Quays Sampling methods Data collection Data presentation Statistical analysis Conclusion Evaluation	Geographical issue Evaluation Stakeholder Secondary evidence Social factors Economic factors Environmental factors Sustainability
Assessment	Milestone 1: Japan is in stage 5 of the DTM and is a highly developed country. Explain (3 marks)	Milestone 3: Using a case study of an LIC/NEE, evaluate the effects of economic development on the	Milestone 6: 'A large-scale agricultural development can bring both advantages and disadvantages.' Explain (6 marks)	Milestone 8: 'To what extent did the data collected for <u>one</u> of your enquiries allow you to reach valid conclusions? (9 marks)	Milestone 10: Mock up of paper 3-Section A based on issue evaluation booklet released by AQA. Variety of questions included.

	Milestone 2: Explain how Fairtrade can reduce the development gap (4 marks)	population's quality of life (9 marks) Milestone 4: Suggest how the U.K is moving towards a post-industrial economy (6 marks) Milestone 5: PPE 2. Students to sit a blended paper covering topics from papers 1 and 2 to allow for working at grades to be calculated.	Milestone 7 PPE 3. Students sit a blended paper covering topics from papers 1 and 3 to allow for working at grades to be calculated.	Milestone 9: Assess the usefulness of measures of central tendency, such as median, mean and mode, in analysing the housing quality data collected by students (4 marks)	Detailed FAR marking completed for the 9 mark decision question.