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 much of the environmental degradation around the world. 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 to achieve 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 a range of socio-economic backgrounds. 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 / 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 energy supplies. The influence energy supply can have on climate change exemplifies how local actions can have global consequences. In our final topic of year 7 '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.

Year 7 Essential Knowledge Summary

Schemata 1: What is Geography?

Composite knowledge: Students will gain an understanding of what it means to be a geographer. Students are encouraged to share their own experiences of the subject through KS1 and KS2 to determine a commonly agreed definition of the subject. The skills of a geographer are introduced through the lens of being a detective. Locational knowledge is introduced through the study of continents and oceans / countries and capitals

Component knowledge:

Foundational knowledge:

Declarative knowledge:

- 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.
- 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.

Procedural knowledge:

- Collaboration to share previous experiences of geography at KS2.
- Creating enquiry questions based on a variety of sources.

Upper Hierarchical knowledge:

- Analysing the percentage of the Earths surface covered by continents and oceans.
- Comparison of continent size and population size.

Schemata 2: Biomes and Rainforests

Composite knowledge: Students will begin to develop a sound knowledge of the world we study of the continents, oceans, countries and places that make up the global world. An exploration of the Amazon Rainforest as an example of a diverse ecosystem. The issues of management and sustainability are debated.

Component knowledge:

Foundational knowledge:

Declarative knowledge:

- 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.
- Biodiversity in Tropical Rainforests is under threat from human activity.
- Sustainable management is a way of protecting biodiversity in Tropical Rainforests.

Procedural knowledge:

- Describing distributions on maps.
- Analysis of climate graph data.
- Analysing conflicting views on the future of the Tropical Rainforest.

Upper Hierarchical knowledge:

- Climate zones are largely influenced by latitude and the curvature of the Earth.
- Conflict exists in the Amazon rainforest due to those who wish to exploit for economic gain and those who wish to conserve the environment.
- Sustainable development allows for both environmental conservation and economic gain in the future.

Schemata 3: Settlement and map skills

Composite knowledge: Students will begin to understand how living in cities offers different opportunities and challenges to the people living there. Students explore how urban areas grow and change. Contrasts and similarities between different areas of Manchester are examined.

Through Ordnance Survey (O.S) maps students develop skills which allow them to understand, use and create maps. Increased confidence with their own mapwork skills and understanding how these might be applied to everyday life will help to equip the students with one of the most important geographical tools.

Component knowledge:

Foundational knowledge:

Declarative knowledge:

- 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 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.

Procedural knowledge:

- O.S maps can be used to identify land use patterns.
- Symbols are used on O.S maps to represent physical and human features.
- 4 and 6 figure grid references can be used to determine location on an O.S map
- Real life distances can be calculated using scale.
- Relief can be shown on a map using contour lines.
- Extended writing (PEDaL paragraphs)

Upper Hierarchical knowledge:

- Analysing inequalities in urban areas through the analysis of house prices.
- Urban regeneration can be used to resolve urban inequalities but often increases these inequalities (gentrification).
- Limitations of the Burgess model

Schemata 4: Resources and energy	Schemata 5: Rivers and Coasts
Composite knowledge: Engaging the students in a balanced debate about our future energy use, food and water consumption. Explore the possible consequences of decisions made by people around the world to climate change. Investigating local weather changes and how extreme weather events can create problems for people around the world will engage the students with a strong sense of wonder about the power of the atmosphere. **Component knowledge:** **Foundational knowledge:** Declarative knowledge: ● 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. ● 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. Procedural knowledge: ● Map analysis to determine patterns of resource distribution. ● Pie chart analysis of U.K energy supply. ● Justifying a decision on the future of energy supply in the future. ● Collaboration. Working as part of a team during an energy debate. ● Extended writing (PEDaL paragraphs) **Upper Hierarchical knowledge:** ● Understanding the link between resource provision and economic development. ● Viewpoints on sustainable energy supply will vary depending on a wide range of social, economic and environmental factors.	Composite knowledge: A key building block of physical geography is the understanding of the processes which combine to create our stunning natural landscapes. Students explore this through the study of both river and coastal landforms and how these change over time. In addition, they will also study how humans interact with these landscapes creating both opportunities and challenges. **Component knowledge:** **Foundational knowledge:** Declarative knowledge: ● 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. ● 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 Procedural knowledge: ● Explaining how physical processes shape the landscape. ● Analysis of O.S maps to identify river and coastal landforms. ● Analysis of stakeholder viewpoints on coastal management. ● Extended writing (PEDaL paragraphs) **Upper Hierarchical knowledge:** ● River processes and landforms have a significant influence on human activity. ● Drainage basins and coastal areas are dynamic environments. ● Managing coastlines from erosion is a controversial issue that often leads to conflict between residents in coastal areas.

Year 7 Final Composite Knowledge End Point

- Students understand 'What is Geography'
- The difference between physical, human and environmental geography.
- How latitude influences biodiversity.
- How resource exploitation creates conflict in Tropical Rainforests
- The opportunities and challenges of life in urban areas of the U.K.
- O.S maps can be used to analyse patterns of land use in the U.K.
- Food, water and energy are essential resources for humans to have a high quality of life.
- The future of energy supply in the U.K will have a significant impact on future climate change.
- Drainage basins are shaped by a variety of fluvial processes.
- Coastal environments are shaped by a variety of natural processes.
- Managing coastal erosion is a controversial topic that can create conflict between coastal communities.

Year 8: Curriculum Intent

Our year 8 curriculum continues to challenge students learning with an increasingly global perspective with a focus 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 for the countries of the world. Critical thinking and numeracy skills are incorporated here to critically evaluate a range of development indicators. A range 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 the real world 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 on results. 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.

Year 8 Essential Knowledge Summary

Schemata 1: Population and development	Schemata 2: Urban life in Africa	Schemata 3: Weather and climate
Composite knowledge: Throughout this topic we explore inequality across the world, its origins, how it is measured and what options are available for improving the quality of life. We relate the topic to the student's own lives to develop empathy and understanding. **Component knowledge:** **Foundational knowledge:**	Composite knowledge: The Urban World of newly emerging economies- The students explore how people in the developing world are seeking a better quality of life. We study locations like Lagos in Nigeria and how the city is coping with rapid population growth. **Component knowledge:** **Foundational knowledge:** Declarative knowledge:	Composite knowledge: The location of the U.K creates very changeable weather with increasing instances of extreme weather events. Within this topic students develop an understanding of why this is the case. Fieldwork skills are developed too with an investigation into the microclimates that exist around our school campus. **Component knowledge:** **Foundational knowledge:** Declarative knowledge:

Declarative knowledge:

- 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.

Procedural knowledge:

- Understanding how development indicators are used to determine a countries level of development.
- Analysing the relationship between social and economic development through scatter graphs.
- Analysing stakeholder viewpoints on the sustainability of the sand dam project in Kenya.
- Teamwork during 'The Trade Game' designed to represent how the global pattern of trade allows HICs to create a trade surplus, while LICs are left with a trade deficit.
- Extended writing (PEDaL paragraphs)

Upper Hierarchical knowledge:

- The relationship between economic development and demographic transition.
- Sustainability of international aid relies on effective communication between all stakeholders involved.
- Sustainability of international aid relies on the use of appropriate technology.

- 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.
- Improving the quality of life for the urban poor in Lagos is challenging due to a wide range of factors.

Procedural knowledge:

- Analysing global patterns of megacity growth.
- Describing chloropleth maps at different scales.
- Analysing a wide range of stakeholder viewpoints on the future of Makoko, a squatter settlement in Lagos.
- Justifying decisions on urban planning showing consideration for sustainability.
- Extended writing (PEDaL paragraphs)

Upper Hierarchical knowledge:

- Patterns of urbanisation are directly linked to economic development.
- Rapid urban growth in Lagos is largely due to the perception of an improved quality of life over rural areas in Nigeria.
- Inequalities in education have direct impacts on housing and employment in Lagos.

- 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.

Procedural knowledge:

- Accurate descriptions of climate are based on accurate collecting of data on the weather.
- Collecting reliable data for a microclimate enquiry around the school campus.
- Reliable conclusions for geographical enquiries rely on reliable data collection through teamwork.
- The success of future geographical enquiries rely on thorough evaluation of methods.
- Extended writing (PEDaL paragraphs)

Upper Hierarchical knowledge:

- The climate of the U.K has a significant impact on human activity.
- Collecting accurate weather data allows for changes to be observed over time (understanding of our knowledge on climate change).

Schemata 4: Natural hazards

Composite knowledge: Living in a relatively safe part of the world creates a sense of remoteness from the world's hazards. So, we aim to bring the students closer to the reality of living with the risk of earthquakes, volcanoes on tropical storms. Students gain an appreciation of the science behind hazard and look at how humans respond, reduce risk and even benefit from them.

Component knowledge:

Foundational knowledge:

Declarative knowledge:

- 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.
- Managing the risk from natural hazards relies on effective monitoring, planning, prediction and protection.
- People continue to live in hazardous parts of the world.

Procedural knowledge:

- Analysing a range of maps to describe distributions of hazards.
- Explaining physical processes to explain earthquakes, volcanic eruptions and tropical storm formation.
- Analysing a range of stakeholder viewpoints to understand the reasons why people continue to live in hazardous parts of the world.
- Extended writing (PEDaL paragraphs)

Upper Hierarchical knowledge:

- The impacts of natural hazards depend on a wide range of physical and human factors (magnitude and economic development)
- The responses to natural hazards are largely influenced by economic development.

- Understanding the physical and human geography of the U.K in relation to natural hazards.

Year 8 Final Composite Knowledge End Point

- Global inequalities (economic and social)
- Inequalities within countries leading to increasing levels of urbanisation.
- The opportunities and challenges of rapid urbanisation in the Newly Emerging Economy of Nigeria.
- Improving the quality of life for the urban poor in Nigeria is limited by a range of economic and social factors.
- The location of the U.K creates very changeable weather.
- The changeable weather of the U.K has a significant impact on human activity.
- Reliable conclusions in geographical enquiries rely on accurate / precise methods of data collection.
- Natural processes can be hazardous to human populations.
- Reducing the impact of natural hazards relies on a variety of strategies and is heavily influenced by economic development.

Year 9: Curriculum Intent

- The geography department aims to provide 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 a range of strategies to manage river flooding and coastal erosion are assessed.

Year 9 Essential Knowledge Summary

Schemata 1: Ecosystems	Schemata 2: Tropical Rainforests	Schemata 3: Hot Deserts
Composite knowledge: Pupils will gain an understanding of how effective ecosystem function relies on the interdependence of all living and non-living components within it. Exemplification through the study of Etherow Country Park, Stockport. **Component knowledge:** **Foundational knowledge:** Declarative knowledge: ● An ecosystem is a collection of plants and animals in an environment. ● Biotic features are living ● Abiotic features are non-living ● A range of physical and human factors can change ecosystems over time. ● Biomes are global ecosystems largely influenced by latitude. Procedural knowledge: ● Identifying producers as well as primary, secondary and tertiary consumers on food chains and food webs. ● Calculating changing biomass between trophic levels. ● Interpreting climate graphs for a range of global biomes. ● Extended writing (PEDaL paragraphs) **Upper Hierarchical knowledge:** ● The importance of decomposers and nutrient cycling in ecosystems. ● Reasons for energy loss through trophic levels. ● Additional factors influencing global biomes: distance from the sea, ocean currents and altitude.	Composite knowledge: Pupils will gain an understanding of how Tropical Rainforests have high biodiversity due to their proximity to the equator. This biodiversity is under threat from resource exploitation yet sustainable management strategies do exist. Case study of the Amazon Rainforest. **Component knowledge:** **Foundational knowledge:** Declarative knowledge: ● Located between the Tropics. ● Hot and wet climate ● High biodiversity. Home to 50% of the world's plant and animal species. ● Plants and animals have adapted to suit the climate. ● Resource exploitation by humans is a significant threat to biodiversity. ● A range of sustainable management strategies can help to protect biodiversity. Procedural knowledge: ● Describing the distribution of Tropical Rainforests. ● Completing climate graphs using climate data. ● Describing climate making use of climate graph data. ● Analysis of nutrient cycling in the Rainforest. ● Understanding stakeholder viewpoints on deforestation. ● Extended writing (PEDaL paragraphs) **Upper Hierarchical knowledge:** ● How high biodiversity creates competition for sunlight and explains plant adaptations. ● How the economic development of equatorial nations influences deforestation. ● How geopolitical factors create limitations to sustainable management of Tropical Rainforests.	Composite knowledge: Pupils will gain an understanding of how Hot Deserts have low biodiversity due to their proximity along the Tropics. Despite significant climatic challenges, hot deserts still hold opportunities for human development. Case study of the Thar Desert. Desertification is a significant threat to semi-arid environments on the fringes of hot deserts. **Component knowledge:** **Foundational knowledge:** Declarative knowledge: ● Located along the tropics ● Hot and dry climate with large diurnal temperature range. ● Low biodiversity. ● Plants and animals have adapted to suit the climate. ● Humans have adapted to the challenges of Hot Deserts to give opportunities for economic gain. ● Desertification is a risk to semi-arid environments due to a range of physical and human factors. Procedural knowledge: ● Describing the distribution of Hot Deserts ● The difference between monthly average temperatures and diurnal temperatures. ● Analysis of nutrient cycling in the Hot Desert. ● The process of desertification and how physical and human factors contribute. ● Extended writing (PEDaL paragraphs) **Upper Hierarchical knowledge:** ● The influence of the Hadley cell on climate and diurnal temperature range. ● The influence of infrastructure developments on the opportunities available in the Thar desert. ● How economic development influences the impacts and management of desertification in the Sahel region of Africa.

Schemata 4: River Landscapes in the U.K	Schemata 5: Coastal Landscapes in the U.K
Composite knowledge: Pupils will gain an understanding of how rivers help to shape the landscape of the U.K through a variety of processes. These processes will vary along the journey of a river and therefore result in distinctive landforms at various points along its course. Exemplification through the study of the River Tees. Rivers can be hazardous to nearby populations due to a range of physical and human factors. Management of river	Composite knowledge: Pupils will gain an understanding of how the coastlines of the U.K are dynamic environments, shaped by a range of coastal processes. Exemplification of this is given through the study of the Dorset coastline. Coastal flooding and erosion are significant hazards to coastal populations in the U.K but can be managed through a range of hard and soft engineering strategies.

flooding is possible thanks to a range of hard and soft engineering strategies. Exemplification through the study of flooding in Cumbria.

Component knowledge:

Foundational knowledge:

- Rivers can shape the landscape through erosion, transportation and deposition.
- River processes are responsible for a variety of distinctive landforms along its course.
- Flooding occurs due to a range of physical and human factors.
- Hard and soft engineering strategies can be used to manage river flooding.

Procedural knowledge:

- Understanding how river landforms can change over time due to fluvial processes.
- How flood hydrographs can be used to determine the risk of a flood occurring
- Identifying river landforms on Ordnance Survey (O.S) maps and applying a range of map skills.
- Using a range of photographs and Ordnance Survey maps to suggest reasons for the characteristics of flood hydrographs.
- Extended writing (PEDaL paragraphs)

Upper Hierarchical knowledge

- How river characteristics influence human activity.
- Assessing the sustainability of hard and soft methods of river engineering.
- Appreciating the limitations of hard and soft river engineering in light of increasing extreme weather in the U.K due to climate change.

Component knowledge:

Foundational knowledge:

- Coastlines can be shaped through erosion, transportation and deposition.
- Coastal processes are largely influenced by wave characteristics.
- Coastal landforms are largely influenced by geology.
- Coastal flooding and erosion have significant socio-economic impacts on coastal communities in the U.K.
- Hard and soft engineering strategies can be used to manage coastal flooding and erosion.

Procedural knowledge:

- Understanding how coastal landforms change over time due to coastal processes.
- Identifying coastal landforms on Ordnance Survey (O.S) maps and applying a range of skills.
- Analysing a range of stakeholder viewpoints when assessing sustainable coastal management for areas impacted by flooding and / or erosion.
- Extended writing (PEDaL paragraphs)

Upper Hierarchical knowledge

- The historical importance of our extensive coastlines and the communities who live in them.
- Assessing the sustainability of hard and soft methods of coastal management.
- Appreciating the limitations of hard and soft coastal management in light of rising sea levels and increased extreme weather in the U.K due to climate change.

Year 9 Final Composite Knowledge End Point

- How effective ecosystem function is possible through interdependence.
- How effective ecosystem function is threatened by a range of physical and human factors.
- How human development of global ecosystems brings opportunities and challenges.
- How rivers shape the landscape of the U.K
- The hazards posed by U.K rivers and the sustainable management of these hazards.
- How U.K coastlines are shaped by a range of coastal processes.
- The hazards facing U.K coastlines and the sustainable management of these hazards.

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 the key factor influencing climate, latitude. 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 ever-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 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.

Year 10 Essential Knowledge Summary

Schemata 1: Tectonic Hazards	Schemata 2: Weather Hazards	Schemata 3: Climate Change
Composite knowledge: Pupils will gain an understanding of how the structure of the earth leads to earthquake and volcanic activity. The severity of impacts and effectiveness of management are greatly impacted by the economic status of the affected area. Exemplification is provided through a contrasting study of earthquakes in Chile and Nepal. **Component knowledge:** **Foundational knowledge** Declarative knowledge: • The crust of the earth is broken into sections known as tectonic plates. • Tectonic plates move due to heat from the inner core. • Where tectonic plates meet (margin / boundary) earthquakes and / or volcanoes may occur. • Tectonic hazards can have primary and secondary impacts	Composite knowledge: Pupils will gain an understanding of how global atmospheric circulation can lead to atmospheric hazards. Tropical storms are studied in terms of distribution, structure, impacts and management with exemplification provided through a study of Typhoon Haiyan. Patterns of extreme weather in the U.K are studied to consider whether the weather of the U.K is becoming more extreme. **Component knowledge:** **Foundational knowledge** Declarative knowledge: • The curvature of the earth leads to differential heating which results in the movement of air. • The equator receives high levels of solar energy causing high levels of evaporation resulting in tropical storms. • Hazards of tropical storms are strong winds, heavy rain and storm surges. • Impacts of tropical storms can be primary or secondary.	Composite knowledge: Pupils will gain an understanding of how global temperatures have changed during the quaternary period. Natural and human factors on climate are investigated considering the impacts of these changes on countries at varying levels of economic development. Methods of mitigation and adaptation are critically analysed. **Component knowledge:** **Foundational knowledge** Declarative knowledge: • Over the last 400 000 years Earth has gone through a series of glacial and interglacial periods. • Solar output, Milankovitch cycles and volcanic activity are all natural influences. • Fossil fuels, deforestation, transportation and industry are all human factors influencing climate. • Since the industrial revolution global temperatures have risen significantly with scientific research suggesting human influences being largely to blame. • A range of mitigation strategies exist to limit further warming.

- Responses to tectonic hazards can be immediate and long term.

Procedural knowledge:
- How the structure of the earth is known thanks to seismologists analysing earthquake data.
- Volcanologists rely on effective monitoring to make predictions of volcanic eruptions.
- Methods of quantifying tectonic hazard severity.
- Extended writing (PEDaL paragraphs)

Upper Hierarchical knowledge:
- Understanding exceptions to the normal distribution of earthquake and volcanic activity.
- Analysing the influence of economic development on impacts and responses to tectonic hazards.
- Evaluating a range of strategies to monitor, predict, plan and protect.

- Responses to tropical storms can be immediate or long term.
- Extreme weather in the U.K is weather that is out of the ordinary and / or has severe social / economic impacts.

Procedural knowledge:
- Effective satellite monitoring can make accurate predictions of tropical storm tracks and therefore prior warning allowing for evacuation.
- Analysing patterns of extreme weather in the U.K allows for predictions to be made for the future.
- Extended writing (PEDaL paragraphs)

Upper Hierarchical knowledge:
- The importance of collaboration between nations to reduce the impact of tropical storms.
- Analysing the influence of economic development in impacts and responses to weather hazards.

- Adaptation is necessary due to many mitigation strategies proving ineffective.

Procedural knowledge:
- How global temperature records have been kept since 1880.
- How proxy data can be used to track previous temperature records. E.g. Ice cores and tree rings.
- Extended writing (PEDaL paragraphs)

Upper Hierarchical knowledge:
- The success of mitigation relies on effective collaboration between global policy makers.
- Impacts to climate change and effectiveness of adaptation will vary between countries largely due to economic development.

Schemata 4: The Urban World

Composite knowledge: Pupils will gain an understanding of the global move to cities known as urbanisation. Patterns of urbanisation are studied through the lens of economic development. Opportunities and challenges of rapid urbanisation are studied through the case study of Mumbai in India. Strategies to improve the quality of life for the urban poor in Mumbai are analysed through the example of the SRA buildings in Dharavi, Mumbai.

Component knowledge:

Foundational knowledge

Declarative knowledge:
- Urbanisation is defined as an increasing percentage of a population living in towns and cities.
- Urbanisation rates vary between countries at varying levels of economic development. Currently Newly Emerging Economies such as India are rapidly urbanising.
- Rapid urbanisation in Mumbai is caused by high levels of natural increase and high levels of rural to urban migration.
- Rapid urbanisation in Mumbai provides socio-economic advantages to residents often not available in rural areas of India.
- Rapid urbanisation in Mumbai creates a range of social, economic and environmental challenges for residents and authorities.
- Government officials are attempting to improve the quality of life for the rural poor in Mumbai through the development of Slum Rehabilitation Authority (SRA) apartments.

Procedural knowledge:
- Analysis of urbanisation rates over time.
- How informal employment influences service provision in urban areas of NEEs.
- How service provision in NEEs influences environmental conditions and quality of life for residents.
- Extended writing (PEDaL paragraphs)

Upper Hierarchical knowledge
- How patterns of urbanisation link to economic activity.
- Community spirit in the face of adversity.
- Critical evaluation of efforts to improve the quality of life for the urban poor in Mumbai.

Schemata 5: Urban Change in the U.K

Composite knowledge: Pupils will gain an understanding of the changes experienced by urban areas in the U.K. Through a case study of Manchester students will investigate the industrialisation, de-industrialisation and regeneration phases in the city's recent history. The example of Salford Quays gives students the opportunity to analyse the social, economic and environmental impacts of these changes over time. Critical evaluation of urban regeneration is provided through an analysis of issues surrounding social deprivation.

Component knowledge:

Foundational knowledge

Declarative knowledge:
- The population of the U.K is unevenly distributed with rural spaces sparsely populated and urban areas densely populated. This distribution is largely due to physical factors.
- The population of Manchester has varied over time due to economic opportunities available in the city.
- Urban regeneration has recently caused a rise in population.
- Salford Quays is a mixed land use regeneration project in inner city Manchester.
- Urban regeneration has created a range of social, economic and environmental opportunities and challenges.
- Sustainable urban areas rely on careful consideration of social, economic and environmental issues both now and in the future.

Procedural knowledge:
- Analysis of population data over time.
- Understanding how economic factors influence land use in urban zones (The Burgess Model)
- How sustainable urban design relies on a wide range of stakeholders being involved in the decision-making process.
- Extended writing (PEDaL paragraphs)

Upper Hierarchical knowledge
- How issues of globalisation have impacted the land use of inner-city Manchester.
- How urban inequalities exist in income, housing and education.

Year 10 Final Composite Knowledge End Point
- The structure of the earth has the potential to cause natural hazards.
- The movement of air around our planet has the potential to cause natural hazards.
- Impacts of natural hazards are largely influenced by economic development.
- Responses to natural hazards are largely influences by economic development.
- The recent warming of our planet is largely to blame on our use of fossil fuels.
- Both mitigation and adaptation to climate change will be necessary in the future.
- Over time the percentage of people living in urban areas has increased and will continue to do so.
- Rapid urbanisation in NEEs can create both opportunities and challenges.
- Urban change in Manchester has created a range of opportunities and challenges.
- Urban sustainability relies on effective consideration of social, economic and environmental factors both now and in the future.

Year 11: Curriculum Intent

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 and the influence technology such as AI could be having on this. At a point where students are starting to consider their college choices and possible careers this aids engagement in the subject content. The aim of 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 supplies of water 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.

Year 11 Essential Knowledge Summary

Schemata 1: The development gap

Composite knowledge: Pupils will gain an understanding of global variations in economic development and quality of life. A variety of strategies are analysed for reducing the global development gap.

Component knowledge:

Foundational knowledge

Declarative knowledge:

- Classifying parts of the world according to levels of economic development and quality of life.
- Social and economic measures of development.
- Demographic transition.
- Physical, economic and historical causes of uneven development.
- Consequences of uneven development.
- Strategies to reduce the development gap
- Tourism in Kenya

Procedural knowledge:

- Analysis of maps to describe pattern of global development.
- Limitations of economic and social measures of development. Advantages to composite measures of development.
- Limitations of the demographic transition model.
- Extended writing (PEDaL paragraphs)

Upper Hierarchical knowledge:

- The link between demographic transition and economic development.
- Evaluation of strategies to reduce the development gap.
- Influence of tourism in Kenya on traditional Maasai culture.

Schemata 2: Case studies of economic change-India and The U.K

Composite knowledge: Students will gain an understanding of how economic growth varies between India and the U.K. The social, economic and environmental impacts of economic growth are analysed for both countries with the concept of globalisation emphasised throughout.

Component knowledge:

Foundational knowledge

Declarative knowledge:

- Causes of economic change.
- Economic impacts of economic change and the multiplier effect.
- Social impacts of economic change and quality of life.
- Environmental impacts of economic change.
- Variations in economic change between urban and rural areas.
- Inequalities in economic change.
- Global context to economic change.

Procedural knowledge:

- Analysis of historical economic and social indicators of development.
- Analysis of stakeholder viewpoints on economic change.
- Principles of sustainability considered when analysing economic change.
- Extended writing (PEDaL paragraphs)

Upper Hierarchical knowledge:

- Links between the national context of economic change in India and service provision for the urban poor in Mumbai.
- Links between the national context of economic change in the U.K and the regeneration of Salford Quays.
- The links between the history of economic change in the U.K and the current economic situation in India.

Schemata 3: The challenge of resource management

Composite knowledge: Students will gain an understanding of how quality of life is impacted by the supply of food, water and energy. This is studied on a national and global scale with an in-depth study of how the demand for food resources is rising globally. Insecurities in this supply often leads to conflict.

Component knowledge:

Foundational knowledge

Declarative knowledge:

- The significance 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.
- Future supply of 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.

Procedural knowledge:

- Analysis of maps at various scales to describe pattern of supply and demand for key resources.
- Application of sustainability concepts to strategies to improve future resource provision.
- Understanding wide ranging stakeholder views on the issues of resource provision.
- Extended writing (PEDaL paragraphs)

Upper Hierarchical knowledge:

- How inequalities in resource provision can lead to conflict.
- How resolving inequalities in food supply relies on appropriate technology in LICs and NEEs if this is to be sustainable.
- The importance of all stakeholders being involved in decisions around future resource provision.
- The link between global resource provision, economic development, quality of life and environmental issues such as climate change.

Schemata 4: Fieldwork

Composite knowledge: Students will gain an understanding of the approaches to geographical enquiries in contrasting environments. Students will apply knowledge and understanding to interpret, analyse and evaluate information gathered through primary data collection for the contrasting environments of Edale, to study chancing river characteristics and Salford Quays, to study urban regeneration. The skills acquired from primary data collection are then applied to unfamiliar contexts.

Component knowledge:

Foundational knowledge

Declarative knowledge:

- Selecting suitable questions/ hypotheses.
- Sources of primary and secondary data collection.
- Identifying potential risks and how these can be reduced.
- Sampling methods for data collection.

Schemata 5: Issue Evaluation

Composite knowledge: Students will have the opportunity to demonstrate geographical skills and applied knowledge and understanding by looking at a specific issue(s) using secondary sources of evidence. The specific issue varies each year and is released by AQA twelve weeks prior to the formal examination. This revolves around a proposed development with students asked to evaluate and make an informed judgement.

Component knowledge:

Foundational knowledge

Declarative knowledge:

- The location of the issue on a regional, national and global scale
- The physical geography underpinning the issue.
- The human geography underpinning the issue.

- Methods of data presentation.
- Drawing conclusions
- Evaluation of geographical enquiries.

Procedural knowledge:

- Measuring and recording data using different sampling methods.
- Appreciation that a range of visual, graphical and cartographic methods are available for data presentation.
- Using appropriate statistical techniques to aid analysis.
- Identification of anomalies in fieldwork data.
- Extended writing (PEDaL paragraphs)

Upper Hierarchical knowledge:

- Establishing links between data sets.
- Identifying the limitations of data.
- Analysing the extent to which conclusions drawn are reliable.
- Making suggestions for improvements to geographical enquiries.

- The social, economic and environmental context.

Procedural knowledge:

- Analysis of Ordnance Survey (O.S) maps showing the location of the issue / proposal.
- Analysis of stakeholder views on the issue / proposal.
- Making informed decision based on a wide range of geographical evidence.
- Extended writing (PEDaL paragraphs)

Upper Hierarchical knowledge:

- Application of sustainability principles to make an informed judgement on the issue / proposal.
- Making synoptic links between aspects of physical and human geography.
- Making reasoned justifications for proposed solutions to the issue in terms of their likely impact on both people and the physical environment.

Year 11 Final Composite Knowledge End Point

- Understanding of global variations in economic development and quality of life.
- Strategies are analysed for reducing the global development gap.
- How economic growth varies between India and the U.K.
- The social, economic and environmental impacts of economic growth.
- How quality of life is impacted by the supply of food, water and energy.
- How the demand for food resources is rising globally. Insecurities in this supply often leads to conflict.
- Approaches to geographical enquiries in contrasting environments.
- Have the opportunity to demonstrate geographical skills and applied knowledge and understanding by looking at a specific geographical issue using secondary sources of evidence.