GCSE only	Teacher 1 (Landscapes, river fieldwork and Weather and climate)	Teacher 2 (Cities, rural fieldwork and Resources [water or energy]	Teacher 3 (Ecosystems, UK challenges and development)
Y10 Term 1	Section 1 and 2, plus fieldwork LJW	Section 4 and 6, plus fieldwork RB	Section 3 and 5, and UK Challenges CSB
Objectives **Highlighted is what Y9 have already completed 2022-2023 only** **Blue are ICT sections we cover**	1.1 a. Characteristics and distribution of the UK's main rock types: sedimentary (chalk, sandstone) igneous (basalt, granite), metamorphic (schists, slates). b. The role of geology and past tectonic processes in the development of upland (igneous and metamorphic rocks) and lowland (sedimentary rocks) landscapes. 2.1 a. The features of the global atmospheric circulation. b. How circulation cells and ocean currents transfer and redistribute heat energy across the Earth. 1.2 a. How distinctive upland and lowland landscapes result from the interaction of physical processes (glacial erosion and deposition, weathering and climatological, post-glacial river and slope processes). b. How distinctive landscapes result from human activity (agriculture, forestry, settlement) over time. 2.2 a. How climate has changed in the past over different time scales: glacial and interglacial periods during the Quaternary period. b. Causes (Milankovitch cycles, solar variation, volcanism) and evidence (ice cores, pollen records, tree rings, historical sources) for natural climate change.	4.1 a. Contrasting trends in urbanisation over the last 50 years in different parts of the world (developed, emerging and developing countries). b. How and why urbanisation has occurred at different times and rates in different parts of the world (developed, emerging and developing countries) and the effects. 6.1 a. Natural resources can be defined and classified in different ways (biotic, abiotic, renewable and non-renewable). b. Ways in which people exploit environments in order to obtain water, food and energy (extraction of fossil fuels, fishing, farming and deforestation). c. How environments are changed by this exploitation (reduced biodiversity, soil erosion and reduced water and air quality). 4.2 a. Distribution of urban population in the UK and the location of its major urban centres. b. Factors causing the rate and degree of urbanisation to differ between the regions of the UK. 6.2 a. Global and UK variety and distribution of natural resources (soil and agriculture, forestry, fossil fuels, water supply, rock and minerals). b. Global patterns of usage and consumption of food, energy and water.	3.1 a. Distributions and characteristics of the world's large-scale ecosystems (tropical, temperate and boreal forests, tropical and temperate grasslands, deserts and tundra). b. The role of climate and local factors (soils and altitude) in influencing the distribution of different large-scale ecosystems. 5.1 a. Contrasting ways of defining development, using economic criteria and broader social and political measures. b. Different factors contribute to the human development of a country: economic, social, technological, cultural, as well as food and water security. c. How development is measured in different ways: Gross Domestic Product (GDP) per capita, the Human Development Index, measures of inequality and indices of political corruption. 3.2 a. How the biosphere provides resources for people (food, medicine, building materials and fuel resources) but is also increasingly exploited commercially for energy, water and mineral resources. 5.2 a. Global pattern of development and its unevenness between and within countries, including the UK. b. Factors (physical, historic and economic) that have led to spatial variations in the level of development globally and within the UK.
Geography skills to be used	• use of topographic and geological maps to identify correlations between rock types and landscapes. • using paleo climate graphs describe and explain how and why Earths climate has changed • label, annotate and interpret different diagrams, maps, graphs, sketches and photographs	• recognise and describe distributions and patterns of both human and physical features at a range of scales using a variety of maps and atlases • recognise and describe patterns of vegetation, land use and communications infrastructure, as well as other patterns of human and physical landscapes • label, annotate and interpret different diagrams, maps, graphs, sketches and photographs	• demonstrate an understanding of number, area and scale and the quantitative relationships between units • draw informed conclusions from numerical data • interpret choropleth maps • use appropriate measures of central tendency, spread and cumulative frequency (median, mean, range, quartiles and inter-quartile range, mode and modal class) • describe relationships in bivariate data: sketch trend lines through scatter plots; draw estimated lines of best fit; make predictions; interpolate and extrapolate trends • be able to identify weaknesses in selective statistical presentation of data
Key Words	Igneous metamorphic sedimentary distribution basalt granite chalk schist slate geology weathering glaciation freeze thaw agriculture Milankovitch cycles solar variation volcanism ice cores tree rings glacial interglacial global atmospheric circulation ocean current quaternary period	Urbanisation developed emerging developing biotic abiotic renewable non-renewable resource fossil fuels deforestation overfishing biodiversity urban urbanisation Region(of the UK) mineral settlement consumption fossil fuels exploit extraction	Tropical rainforest temperate forest boreal forest tropical grassland temperate grassland altitude biosphere tundra hot desert soil resource biome development economic social political technology food security water security GDP HDI inequality corruption physical factor historic factor economic factor spatial variations
Homework	Educake homework Revision based homework Vocabulary homework	Educake homework Revision based homework Vocabulary homework	Educake homework Revision based homework Vocabulary homework
Career link (Unifrog)	https://www.unifrog.org/student/careers/keywords/geoscientist	https://www.unifrog.org/student/careers/keywords/oil-and-gas-operations-manager	https://www.unifrog.org/student/careers/keywords/farm-worker
Employability skills **(Highlight applicable)**	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive
Common misconceptions	Difference between human and natural climate change Understanding the abstract nature of the tri cellular model Understanding Milankovitch cycles, solar variation, volcanism	Urban vs rural Types of natural resources, especially confusion over biotic/abiotic	Difference between temperate and tropical Difference between social and political GDP vs GDP per capita
Assessment	Small bi-weekly assessments that cover content recently covered. Larger, end of term assessment that cover all content of that term, and any previous terms. As, there are three teachers, teaching the same students, one teacher is responsible for the larger assessment of each class per term.		
Y10 Term 2			
Objectives **IT1 in 3.3**	1.7 a. The physical processes at work in the river landscape: weathering (mechanical, chemical and biological), mass movement (sliding and slumping), erosion (abrasion, hydraulic action, attrition and solution), transport (traction, saltation, suspension and solution) and deposition. b. How river landscapes contrast between the upper courses, mid courses and lower courses of rivers and why channel shape (width, depth), valley profile, gradient, discharge, velocity and sediment size and shape change along the course of a named UK river. c. How the UK's weather (short-term events such as storms and droughts) and climate affect river processes and impact on landforms and landscapes. 2.3 a. How human activities (industry, transport, energy, farming) produce greenhouse gases (carbon dioxide, methane) that cause the enhanced greenhouse effect. b. Negative effects that climate change is having on the environment and people (changing patterns of crop yield, rising sea levels and retreating glaciers).	4.3 a. DEVELOPED Site, situation and connectivity of the chosen UK city in a national (cultural and environmental), regional and global context. b. Chosen UK city's structure (Central Business District (CBD), inner city, suburbs, urban-rural fringe) in terms of its functions and building age. 6.8 a. Global distribution of fresh water. b. How the availability of fresh water varies on a global, national and local scale. c. Why some parts of the world have a water surplus or a water deficit. d. How and why the supply and demand for water has changed in the past 50 years due to human intervention. 4.4 a. The sequence of urbanisation, suburbanisation, counter urbanisation and re-urbanisation processes and their distinctive characteristics for the chosen UK city.	3.3 a. Distribution and characteristics of the UK's main terrestrial ecosystems (moorlands, heaths, woodlands, wetlands). b. Importance of marine ecosystems to the UK as a resource and how human activities are degrading them. 5.3 a. Impact of uneven development on the quality of life in different parts of the world: access to housing, health, education, employment, technology, and food and water security. 3.4 a. Biotic and abiotic characteristics of the tropical rainforest ecosystem (climate, soils, water, plants, animals and humans). b. The interdependence of biotic and abiotic characteristics (climate, soils, water, plants, animals and humans) and the nutrient cycle (Gersmehl model). c. Why rainforests have very high biodiversity and how plants (stratified layers, buttress roots, drip tips) and animals (strong limbs, modified wings and beaks, camouflage) are adapted to that environment.

	1.8 a. The role of erosion processes and the influence of geology in the development of landforms: interlocking spurs, waterfalls, and gorges and river cliff. b. The role of depositional processes in the formation of flood plains, levees and point bar. c. The interaction of deposition and erosion processes in the development of landforms (meanders, oxbow lakes). 2.4 a. Climate of the UK today and changes over the last 1000 years. b. Spatial variations in temperature, prevailing wind and rainfall within the UK. c. The significance of the UK's geographic location in relation to its climate.	b. Causes of national and international migration and the impact on different parts of the chosen UK city (age structure, ethnicity, housing, services). 6.9 a. The proportion of water used by agriculture, industry and domestic in developed countries and emerging or developing countries. b. Why there are differences in water usage between developed and emerging or developing countries.	5.4 a. The range of international strategies (international aid and inter-governmental agreements) that attempt to reduce uneven development. b. Difference between top-down (government or transnational corporation (TNC) led) and bottom-up development projects (community led). Their advantages and limitations in the promotion of development.
Geography skills to be used	• using data to draw and interpret storm hydrographs and understand how physical feature impact feature of different hydrographs • identify river features on maps and photographs and apply knowledge to explain processes at work • use and interpret aerial, oblique, ground and satellite photographs to identify the impact of climate change on the landscape • be able to draw from raw data, interpret and describe climatic graphs	• describe and identify the site, situation and shape of settlements • use maps in association with photographs and sketches and understand links to directions • label, annotate and interpret different diagrams, maps, graphs, sketches and photographs • use and interpret aerial, oblique, ground and satellite photographs from a range of different landscapes	• select and construct appropriate graphs and charts to present data, using appropriate scales and including bar charts, pie charts, pictograms, line charts, histograms with equal class intervals • interpret and extract information from different types of graphs and charts including any of the above and others relevant to the topic (e.g. triangular graphs, radial graphs, wind rose diagrams, proportional symbols)
Key Words	Mechanical weathering biological weathering chemical weathering mass movement abrasion hydraulic action attrition corrosion traction saltation suspension solution deposition valley profile gradient discharge velocity storm drought interlocking spurs waterfalls gorge river cliff flood plains levees point bar meanders oxbow lakes greenhouse gases greenhouse effect enhanced greenhouse effect prevailing wind climate change	Site situation connectivity cultural central business district(CBD) inner city suburbs urban/rural fringe suburbanisation counter urbanisation re-urbanisation migration surplus deficit supply demand Mexico City age structure ethnicity services international migration national migration global national local	Moorland heath wetland woodland ecosystem marine biotic abiotic climate nutrient cycle(Gersmehl) buttress roots drip tips strong limbs modified wings beaks camouflage adaptation quality of life water security food security international aid inter-governmental agreements uneven development top down bottom up TNC community limitations
Homework	Educake homework Revision based homework Vocabulary homework	Educake homework Revision based homework Vocabulary homework	Educake homework Revision based homework Vocabulary homework
Career link (Unifrog)	https://www.unifrog.org/student/careers/keywords/hydrologist	https://www.unifrog.org/student/careers/keywords/town-planner	https://www.unifrog.org/student/careers/keywords/charity-fundraiser
Employability skills **(Highlight applicable)**	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive
Common misconceptions	Causes of past climatic change Reasons for differences in temp within the UK	Places that rain don't always have clean drinking water Migrant and illegal migrant	Moorland vs Heath (they are very similar) Quality of life vs standard of living Understanding that governments are not the only investors, it can be private as well Governments don't build houses
Assessment	Small bi-weekly assessments that cover content recently covered. Larger, end of term assessment that cover all content of that term, and any previous terms. As, there are three teachers, teaching the same students, one teacher is responsible for the larger assessment of each class per term.		
Y10 Term 3			
Objectives **IT2 in 4.5** **IT2 in UK challenges**	1,9 a. How human activities and changes in land use (urbanisation, agriculture and industry) have affected river processes that impact on river landscapes; the physical and human causes and effects of river flooding. b. Advantages and disadvantages of different defences used on UK rivers (hard engineering– dams, reservoirs and channelisation and soft engineering– flood plain zoning and wash lands) and how they can lead to change in river landscapes. 2.5 a. How the global circulation of the atmosphere leads to tropical cyclones (hurricanes and typhoons) in source areas and the sequence of their formation. b. Characteristics, frequency and geographical distribution of tropical cyclones and how these change over time. Rivers fieldwork Fieldwork data collection must include at least: ● one quantitative fieldwork method to measure river discharge ● one qualitative fieldwork method to record landforms that make up the river landscape. Human interaction: students must develop their understanding of the implications of river processes for people living in the catchment area. Secondary data ● A flood risk map e.g. Environment Agency flood risk map. ● One other secondary source. 2.6 a. Reasons why tropical cyclones are natural weather hazards (high winds, intense rainfall, storm surges, coastal flooding and landslides). b. Different social, economic and environmental impacts that tropical cyclones can have on a named developed and a named emerging or developing country.	4.5 a. Key population characteristics of the chosen UK city's that is available from the Census and reasons for population growth or decline. b. Causes of deindustrialisation (globalisation, de-centralisation, technological advances and developments in transport) and impacts on the chosen UK city. c. How economic change is increasing inequality in the city and the differences in quality of life. d. Recent changes in retailing and their impact on the chosen UK city: decline in the central business district (CBD), growth of edge- and out-of-town shopping and increasing popularity of internet shopping). e. The range of possible strategies aimed at making urban living more sustainable and improving quality of life (recycling, employment, education, health, transport, affordable and energy-efficient housing) for the chosen UK city. 6.10 a. Why the UK has water–supply problems (imbalances of the supply and demand for rainfall, seasonal imbalances and an ageing infrastructure: sewage and water pipes). b. Why emerging or developing countries have water– supply problems (access to only untreated water, pollution of water courses and low annual rainfall). 4.6 EMERGING a. Site, situation and connectivity of the chosen city in a national (cultural and environmental), regional and global context. b. The chosen city's structure (Central Business District (CBD), inner city, suburbs, urban-rural fringe) in terms of its functions and building age.	3.5 a. Examples of goods and services provided by tropical rainforest ecosystems (food stuffs, medicines, timber and recreation). b. How climate change presents a threat to the structure, functioning and biodiversity of tropical rainforests. c. Economic and social causes of deforestation (conversion to agriculture, resource extraction, population pressure). d. Political and economic factors (governance, commodity value and ecotourism) that have contributed to the sustainable management of a rainforest in a named region. 5.5 India a. Location and position of the chosen country in its region and globally. b. Broad political, social, cultural and environmental context of the chosen country in its region and globally. c. Unevenness of development within the chosen country (core and periphery) and reasons why development does not take place at the same rate across all regions. 3.6 a. Abiotic and biotic characteristics of the deciduous woodland ecosystem (climate, soil, water, plants, animals and humans). b. The interdependence of biotic and abiotic characteristics (climate, soil, water, plants, animals and humans) and the nutrient cycle (Gersmehl model). c. Why deciduous woodlands have moderate biodiversity and how plants (leaf size and structure, water conservation in winter) and animals (migration, hibernation and food storage) are adapted to that environment.

	c. Different responses to tropical cyclones of individuals, organisations and governments in a named developed and a named emerging or developing country.		UK Challenges Part 1 a. Changes in the UK's population in the next 50 years and implications on resource consumption. b. Pressures of growing populations on the UK's ecosystems. c. Range of national sustainable transport options for the UK. a. The 'two-speed economy' and options for bridging the gap between south east and the rest of the UK. b. Costs and benefits of greenfield development and the regeneration of brownfield sites. c. UK net migration statistics and their reliability and values and attitudes of different stakeholders towards migration.
Geography skills to be used	• using data to draw and interpret storm hydrographs and understand how physical feature impact feature of different hydrographs • identify questions or issues for investigation, develop a hypothesis and/or key questions • consider appropriate sampling procedures (systematic vs random vs stratified) and sample size • consider health and safety and undertake risk assessment • select data collection methods and equipment to ensure accuracy and reliability, develop recording sheets for measurements and observation • use of ICT to manage, collate, process and present information, use of hand-drawn graphical skills to present information in a suitable way • write descriptively, analytically and critically about findings • develop extended written arguments, drawing well evidenced and informed conclusions about geographical questions and issues.	• use online census sources to obtain population and local geo-demographic information	• interpret population pyramids, choropleth maps and flow-line maps • select and construct appropriate graphs and charts to present data, using appropriate scales and including bar charts, pie charts, pictograms, line charts, histograms with equal class intervals • interpret and extract information from different types of graphs and charts including any of the above and others relevant to the topic (e.g. triangular graphs, radial graphs, wind rose diagrams, proportional symbols) • use appropriate measures of central tendency, spread and cumulative frequency (median, mean, range, quartiles and inter-quartile range, mode and modal class) • calculate percentage increase or decrease and understand the use of percentiles • describe relationships in bivariate data: sketch trend lines through scatter plots; draw estimated lines of best fit; make predictions; interpolate and extrapolate trends • be able to identify weaknesses in selective statistical presentation of data
Key Words	Urbanisation agriculture industry river flooding hard engineering soft engineering dams reservoirs channelisation flood plain zoning wash lands tropical cyclone hurricane typhoon quantitative qualitative primary secondary impact responses	Deindustrialisation globalisation de-centralisation inequality sustainable inner city suburbs slums/squatter settlements urban/rural fringe CBD inner city suburbs urban/rural fringe function	Goods services food stuffs recreation structure biodiversity resource deforestation economic social political commodity ecotourism sustainable region(of the world) political social cultural environmental uneven development core periphery abiotic biotic climate nutrient cycle(Gersmehl) deciduous biodiversity migration hibernation adaptation consumption sustainable transport two speed economy greenfield brownfield
Homework	Educake homework Revision based homework Vocabulary homework	Educake homework Revision based homework Vocabulary homework	Educake homework Revision based homework Vocabulary homework
Career link (Unifrog)	https://www.unifrog.org/student/careers/keywords/meteorologist	https://www.unifrog.org/student/careers/keywords/retail-manager	https://www.unifrog.org/student/careers/keywords/travel-agent
Employability skills **(Highlight applicable)**	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive
Common misconceptions		The difference between deindustrialisation and decentralisation Standard of living and quality of life	The difference between goods and services Why do trees lose their leaves in winter?
Assessment	Small bi-weekly assessments that cover content recently covered. Larger, end of term assessment that cover all content of that term, and any previous terms. As, there are three teachers, teaching the same students, one teacher is responsible for the larger assessment of each class per term. 2x exams in the exam hall. One physical paper, and one human in mid to late June.		
Y11 Term 1			
Objectives	1.10 a. The significance of the location of one named distinctive UK river landscape (upland/lowland), how it has been formed and the most influential factors in its change. 2.7 a. Characteristics of arid environments compared to the extreme weather conditions associated with drought. b. Different causes of the weather hazard of drought: meteorological, hydrological, and human (agricultural, dam building, deforestation). c. Why the global circulation makes some locations more vulnerable to drought as a natural hazard than others and how this changes over time. 1.3 a. The physical processes at work on the coast: weathering (mechanical, chemical, biological), mass movement (sliding and slumping), erosion (abrasion, hydraulic action, attrition and solution), transport (traction, saltation, suspension and solution, longshore drift) and deposition. b. Influence of geological structure (concordant/discordant, joints and faults) and rock type (hard/soft rock) and wave action (destructive and constructive waves) on landforms c. How the UK's weather and climate (seasonality, storm frequency and prevailing winds) affect rates of coastal erosion and retreat, and impact on landforms and landscape. 2.8 a. Reasons why droughts are hazardous. b. How the impacts of drought on people and ecosystems can vary for a named developed and emerging or developing country. c. Different responses to drought from individuals, organisations and governments in a named developed and an emerging or developing country.	Rural Fieldwork data collection must include at least: ● one qualitative fieldwork method to record the views of people on the quality of the rural environment ● one quantitative fieldwork method to measure flows of people within a rural settlement. Physical interaction: students must develop their understanding of the interaction between physical landscape features, rural settlements and residents and visitors. Secondary data The use of at least two different secondary sources of data, including: ● Census data e.g. Office for National Statistics (ONS) Neighbourhood Statistics – neighbourhood summary report ● one other chosen by the centre. 6.11 a. How attitudes to the exploitation and consumption of water resources vary with different stakeholders (individuals, organisations and governments). b. How technology (desalination) can resolve water–resource shortages 4.7 a. Reasons for past and present trends in population growth (rates of natural increase, national and international migration, economic investment and growth). b. Causes of national and international migration and the impact on different parts of the chosen city (age structure, ethnicity, housing, services). c. How the growth of the chosen city is accompanied by increasing inequality (areas of extreme wealth versus poverty) and reasons for differences in quality of life.	UK Challenges Part 2 a. Approaches to conservation and development of UK National Parks b. Approaches to managing river and coastal UK flood risk. a. Uncertainties about how global climate change will impact on the UK's future climate. b. Impacts of climate change on people and landscapes in UK c. Range of responses to climate change in the UK at a local and national scale. 5.6 a. Positive and negative impacts of changes that have occurred in the sectors (primary, secondary, tertiary and quaternary) of the chosen country's economy. b. Characteristics of international trade and aid and the chosen country's involvement in both. c. Changing balance between public investment (by government) and private investment (by TNCs and smaller businesses) for the chosen country. d. Changes in population structure and life expectancy that have occurred in the last 30 years in the chosen country. e. Changing social factors (increased inequality, growing middle class and improved education) in the chosen country. 3.7 a. Examples of goods and services provided by deciduous woodlands ecosystems (timber, fuel, conservation and recreation). b. How climate change presents a threat to both the structure, function and biodiversity of the deciduous woodland ecosystem. c. Economic and social causes of deforestation (urbanisation and population growth, timber extraction and agricultural change). d. Different approaches to the sustainable use and management of deciduous woodlands in a named region.
Geography skills to be used	• use and interpret aerial, oblique, ground and satellite photographs to identify the impact of climate change on the landscape	• identify questions or issues for investigation, develop a hypothesis and/or key questions	• select and construct appropriate graphs and charts to present data, using appropriate

	• be able to draw from raw data, interpret and describe climatic graphs • develop extended written arguments, drawing well evidenced and informed conclusions about geographical questions and issues.	• consider appropriate sampling procedures (systematic vs random vs stratified) and sample size • consider health and safety and undertake risk assessment • select data collection methods and equipment to ensure accuracy and reliability, develop recording sheets for measurements and observation • use of ICT to manage, collate, process and present information, use of hand-drawn graphical skills to present information in a suitable way • write descriptively, analytically and critically about findings • develop extended written arguments, drawing well evidenced and informed conclusions about geographical questions and issues.	• scales and including bar charts, pie charts, pictograms, line charts, histograms with equal class intervals • interpret and extract information from different types of graphs and charts including any of the above and others relevant to the topic (e.g. triangular graphs, radial graphs, wind rose diagrams, proportional symbols) • interpret population pyramids, choropleth maps and flow-line maps
Key Words	Mechanical weathering biological weathering chemical weathering mass movement abrasion hydraulic action attrition corrosion traction saltation suspension solution longshore drift deposition concordant discordant destructive waves constructive waves landform arid drought meteorological hydrological hazard impact ecosystem individual organisation government	Qualitative quantitative primary secondary rural urban exploitation consumption individual organisation government desalination natural increase economic investment migration poverty	Conservation National Parks flood climate primary secondary tertiary quaternary international trade aid public investment private investment (TNCs) population structure life expectancy social inequality goods services deciduous deforestation sustainable
Homework	Educake homework Revision based homework Vocabulary homework	Educake homework Revision based homework Vocabulary homework	Educake homework Revision based homework Vocabulary homework
Career link (Unifrog)	https://www.unifrog.org/student/careers/keywords/environmental-consultant	https://www.unifrog.org/student/careers/keywords/social-worker	https://www.unifrog.org/student/careers/keywords/soil-and-water-conservationist
Employability skills **(Highlight applicable)**	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive
Common misconceptions	concordant/discordant coasts and the differences How responses to drought are different dependent on the level of development and available resources	Understanding what stakeholders are, and that people have different opinions. Quantitative vs qualitative Primary vs secondary	Difference between primary, secondary, tertiary and quaternary Primary and secondary are the same words as in fieldwork, but have different meanings
Assessment	Small bi-weekly assessments that cover content recently covered. Larger, end of term assessment that cover all content of that term, and any previous terms. As, there are three teachers, teaching the same students, one teacher is responsible for the larger assessment of each class per term. 3x exam papers 1 human, 1 physical and one fieldwork/challenges in December		
Y11 Term 2			
Objectives **IT3 in 5.7**	1.4 a. The role of erosional processes in the development of landforms: headlands and bays, caves, arches, cliffs, stacks, wave cut platforms. b. The role of depositional processes in the development of landforms: bars, beaches and spits. 1.5 a. How human activities (urbanisation, agriculture and industry) have affected landscapes and the effects of coastal recession and flooding on people and the environment. b. The advantages and disadvantages of different coastal defences used on the coastline of the UK (hard engineering, sea walls, groynes and rip rap and soft engineering, beach nourishment and managed retreat) and how they can lead to change in coastal landscapes. 1.6 a. The significance of the location of one named distinctive coastal landscape within the UK (discordant, concordant, coastline of deposition, coastal retreat) including how it has been formed and the most influential factors in its change. Support other teachers with content not covered thoroughly if finish early.	6.12 a. Why water resources require sustainable management. b. Different views held by individuals, organisations and governments on the management and sustainable use of water resources. c. How one developed country and one emerging or developing country have attempted to manage their water resources in a sustainable way. 4.8 a. Effects resulting from the chosen city's rapid urbanisation: housing shortages, squatter settlements, under-employment employment, pollution and inadequate services. b. Advantages and disadvantages of both bottom-up and top down approaches to solving the chosen city's problems and improving the quality of life or its people. c. The role of government policies in improving the quality of life (social, economic and environmental) within the chosen city. Support other teachers with content not covered thoroughly.	5.7 a. How geopolitical relationships with other countries affect the chosen country's development: foreign policy, defence, military pacts, territorial disputes. b. How technology and connectivity support development in different parts of the chosen country and for different groups of people. 5.8 a. Positive and negative social, economic and environmental impacts of rapid development for the chosen country and its people. b. How the chosen country's government and people are managing the impacts of its rapid development to improve quality of life and its global status. Support other teachers with content not covered thoroughly.
Geography skills to be used		-	-
Key Words	Headlands and bays caves arches stacks stumps cliff wave cut platform bar spit beach coastal retreat(recession) hard engineering soft engineering groynes rip-rap(rock armour) beach nourishment managed retreat	Top down and bottom up quality of life standard of living social economic environmental policy pollution sustainable individual organisation government rapid urbanisation squatter settlement/slum	Geopolitical foreign policy defence military pact territory dispute connectivity impact rapid development quality of life
Homework	Educake homework Revision based homework Vocabulary homework	Educake homework Revision based homework Vocabulary homework	Educake homework Revision based homework Vocabulary homework
Career link (Unifrog)	https://www.unifrog.org/student/careers/keywords/coastguard	https://www.unifrog.org/student/careers/keywords/architect	https://www.unifrog.org/student/careers/keywords/diplomatic-service-officer
Employability skills **(Highlight applicable)**	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive
Common misconceptions		Understanding what stakeholders are, and that people have different opinions. The difference between top down and bottom up	……
Assessment	Small bi-weekly assessments that cover content recently covered. Larger, end of term assessment that cover all content of that term, and any previous terms.		

	As, there are three teachers, teaching the same students, one teacher is responsible for the larger assessment of each class per term. 3x exam papers 1 human, 1 physical and one fieldwork/challenges in February 3x exam papers 1 human, 1 physical and one fieldwork/challenges in March/April		
Y11 Term 3			
Objectives	Revision of Landscapes and Weather and Climate.	Revision of cities and resources	Revision of ecosystems and development
Geography skills to be used	Revision where appropriate	Revision where appropriate	Revision where appropriate
Key Words	Revision of all, where appropriate	Revision of all, where appropriate	Revision of all, where appropriate
Homework	Educake homework Revision based homework Vocabulary homework	Educake homework Revision based homework Vocabulary homework	Educake homework Revision based homework Vocabulary homework
Career link (Unifrog)	https://www.unifrog.org/student/careers/keywords/secondary-school-teacher	https://www.unifrog.org/student/careers/keywords/climate-change-analyst	https://www.unifrog.org/student/careers/keywords/cartographer
Employability skills **(Highlight applicable)**	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive
Common misconceptions			
Assessment	Final exams		