



Geography

Year 7 - Half Term 1 – My Place

Prior Learning	At KS2 pupils learn about the key aspects of physical and human geography and can describe what each type of geography includes. Pupils also learn to use maps and atlases to locate countries and describe various features of the World. Also pupils will learn the eight points of a compass, how to give four and six figure grid references and use map symbols and keys.
What will I learn?	<p>Within this topic pupils learn the following based on their local area of the Fylde Coast:</p> <ul style="list-style-type: none"> - The three different types of geography - How to use an atlas - Compass points - Four and six figure grid references - Map symbols - Types of erosion - Constructive and destructive waves - Transportation methods (solution, traction, suspension, saltation and longshore drift) - Coastal management strategies
Next Steps	This learning in this unit links to later units in Year 7 such as the developed use of ordnance survey maps in the Topic 2 Urban Areas and in Topic 3 Middle East where pupils further explore physical processes. This topic also links to the Tectonics topic in Year 8 where pupils will use their knowledge of the geological timescale to further understand the history and structure of the Earth. At GCSE level, the topic provides foundation knowledge to enable pupils to access the GCSE topics of The UK's Evolving Physical Landscape and Hazardous Earth. It also allows pupils to obtain map skills which are key GCSE skills.
Personal Development	Careers – Coastal management Social development – Working with other and using appropriate skills
Key vocabulary	Physical, Human, Environment(al), locate, country, continent, erosion, transportation, deposition, structure
How and when will I be assessed?	Formative: Written and verbal answers to questions within lessons Summative: End of topic assessment
Resources to use	KS3 Map skills website - https://www.bbc.co.uk/bitesize/guides/z6j6fg8/revision/1 KS3 Coasts website - https://www.bbc.co.uk/bitesize/topics/z6bd7ty Geog.1 KS3 Textbook – Maps and map skills, Geog.2 KS3 Textbook - Coasts
Enrichment opportunities	Future opportunity to become involved in the Duke of Edinburgh scheme. Contribute to the beach clean project (Mr Harding). Further reading – Horrible Geography: Cracking Coasts by Anita Ganeri. Use of Ordnance Survey, and other maps, while out and about – for example during a day out walking in the Lake District.

Year 7 - Half Term 2 – My Place

Prior Learning	At KS2 pupils learn about the key aspects of physical and human geography and can describe what each type of geography includes. Pupils also learn to use maps and atlases to locate countries and describe various features of the World. Also pupils will learn the eight points of a compass, how to give four and six figure grid references and use map symbols and keys.
What will I learn?	<p>Within this topic pupils learn the following based on their local area of the Fylde Coast:</p> <ul style="list-style-type: none"> - The three different types of geography - How to use an atlas - Compass points - Four and six figure grid references - Map symbols - Types of erosion - Constructive and destructive waves - Transportation methods (solution, traction, suspension, saltation and longshore drift) - Coastal management strategies
Next Steps	This learning in this unit links to later units in Year 7 such as the developed use of ordnance survey maps in the Topic 2 Urban Areas and in Topic 3 Middle East where pupils further explore physical processes. This topic also links to the Tectonics topic in Year 8 where pupils will use their knowledge of the geological timescale to further understand the history and structure of the Earth. At GCSE level, the topic provides foundation knowledge to enable pupils to access the GCSE topics of The UK's Evolving Physical Landscape and Hazardous Earth. It also allows pupils to obtain map skills which are key GCSE skills.
Personal Development	Careers – Coastal management Social development – Working with other and using appropriate skills
Key vocabulary	Physical, Human, Environment(al), locate, country, continent, erosion, transportation, deposition, structure
How and when will I be assessed?	Formative: Written and verbal answers to questions within lessons Summative: End of topic assessment
Resources to use	KS3 Map skills website - https://www.bbc.co.uk/bitesize/guides/z6j6fg8/revision/1 KS3 Coasts website - https://www.bbc.co.uk/bitesize/topics/z6bd7ty Geog.1 KS3 Textbook – Maps and map skills, Geog.2 KS3 Textbook - Coasts
Enrichment opportunities	Future opportunity to become involved in the Duke of Edinburgh scheme. Contribute to the beach clean project (Mr Harding). Further reading – Horrible Geography: Cracking Coasts by Anita Ganeri. Use of Ordnance Survey, and other maps, while out and about – for example during a day out walking in the Lake District.

Year 7 - Half Term 3 – Urban Areas

Prior Learning	<p>At KS2 pupils are required to describe and understand key aspects of human geography including types of settlement and land use. Pupils are also required to name and locate cities of the United Kingdom.</p> <p>In the previous Year 7 topic, pupils were required to study different types of maps and identify key features of urban areas on them. Pupils also studied their home town and why it was important to protect it with sea defences.</p>
What will I learn?	<p>Within this topic, pupils will learn:</p> <ul style="list-style-type: none"> - How early sites for settlements were chosen - Where settlements are distributed - How the Burgess model explains characteristics of settlements - What a mega city is and where they are located - Why people move to urban areas - The characteristics of a shanty town - The problems of living in a shanty town - The solutions to the problems in a shanty town - How Blackpool grew into a tourist destination - How the tourism industry in Blackpool declined - How Blackpool regenerated itself after the decline
Next Steps	<p>The learning in this unit links to the topic ‘An Asian Adventure’ in Year 8 where pupils explore the challenges in cities in the developing world, specifically in China and India. This unit also provides foundation knowledge to enable pupils to access the GCSE topics of The UK’s Evolving Human Landscape and Challenges of an Urbanising World.</p>
Personal Development	<p>Careers – urban planning Moral development – understanding of moral issues related to poverty Spiritual development – fascination about learning about the world around them</p>
Key vocabulary	<p>Settlement, site, rural, urban, distribution, densely, sparsely, migrate, regeneration, decline</p>
How and when will I be assessed?	<p>Formative: Written and verbal answers to questions within lessons Summative: End of topic assessment</p>
Resources to use	<p>KS3 Urban environments website - https://www.bbc.co.uk/bitesize/topics/z96vr82 Life in a shanty town video - https://www.bbc.co.uk/bitesize/clips/zrn9wmn Contrasting life in Rio video - https://www.bbc.co.uk/bitesize/clips/zbhc87h</p>
Enrichment opportunities	<p>Look at the Visit Dubai website to further understand the emergence of a city and what it has to offer. Visit a city and look for the features we have learnt about E.g London, Manchester, Liverpool or plan a virtual trip to a city you would like to visit. Research into development of Blackpool over the years. Read the English Heritage publication on Blackpool’s history to explore how Blackpool has changed: https://historicengland.org.uk/images-books/publications/blackpools-seaside-heritage/blackpools-seaside-heritage/</p>

Year 7 - Half Term 4 – Middle East

Prior Learning	<p>At KS2 pupils are required to describe and understand key aspects of physical and human geography. Pupils are also asked to use maps, atlases and globes to locate countries and describe features that they have studied.</p> <p>In the first Year 7 topic, pupils were introduced to fluvial processes.</p>
What will I learn?	<p>Within this topic, pupils will learn:</p> <ul style="list-style-type: none"> - The location of the Middle East - The countries that make up the Middle East - The climate of the Middle East - The population distribution in the Middle East - The physical features in the Middle East - River Nile case study - Formation of waterfalls - Formation of meanders - The importance of the Aswan Dam - Conflict in the region
Next Steps	<p>The learning in this unit links to Topic 3 in Year 8 where physical processes are further explored in the cool geography topic. This unit also prepares pupils for their learning in Topic 1 in Year 9 which focuses on global environmental issues. Finally, the unit also sets out foundation knowledge to enable pupils to access the GCSE topics of evolving human landscapes, development dynamics and people and environment issues.</p>
Personal Development	<p>Spiritual development – fascination about learning about the world around them and knowledge of, and respect for, different people’s faiths, feelings and values through further understanding of the Middle East.</p> <p>Cultural development – interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity through the understanding of the make up of the population within the Middle East</p>
Key vocabulary	<p>Region, feature, climate, precipitation, fertile, meander, gorge, irrigation, resource, conflict</p>
How and when will I be assessed?	<p>Formative: Written and verbal answers to questions within lessons, Geog your memory retrieval activities</p> <p>Summative: End of topic assessment</p>
Resources to use	<p>KS3 Rivers Website: https://www.bbc.co.uk/bitesize/topics/zs92tfr</p> <p>Waterfall formation video: https://www.bbc.co.uk/bitesize/clips/ztb76sg</p> <p>Interactive Middle East map: https://online.seterra.com/en/vgp/3049</p>
Enrichment opportunities	<p>Visit to local river (Wyre) to understand the main features and processes.</p> <p>Read horrible geographies ‘Raging Rivers’.</p> <p>Use ArcGIS to identify and measure the three courses of the River Wyre: upper, middle and lower.</p> <p>Visit world rivers on Google Earth and look at the different landscapes which they flow through.</p>

Year 7 - Half Term 5 – Weather and Climate

Prior Learning	<p>At KS2 pupils are required understand the different climate zones around the world and the main characteristics of them. They are also required to describe the water cycle and understand the workings of it.</p> <p>In the previous Year 7 topic, pupils were required to study the Middle East and understand the weather and climate in that area.</p>
What will I learn?	<p>Within this topic, pupils will learn:</p> <ul style="list-style-type: none"> - To understand what weather is and what causes it. - To identify and explain how the weather is measured. - To describe the different cloud types and explain how it rains. - To understand what air pressure is and how it affects the weather. - To explain how and why the weather changes so much in the UK. - To understand how weather is presented and how satellite images are useful. - To understand what climate is and how climate is shown on a graph. - To identify and describe the factors that influence climate. - To know what climates are like around the world. - That climate change is impacting on our climate.
Next Steps	<p>The learning in this unit links to Topic 3 in Year 8 (Cool Geography) and Topic 4 in Year 8 (An Asian Adventure) where pupils will consider the climate of different countries in these regions around the world.</p>
Personal Development	<p>Spiritual development – fascination about learning about the world around them and use of imagination and creativity in their learning.</p> <p>Careers – Meteorologist, climatologist</p>
Key vocabulary	<p>Latitude, altitude, relief rainfall, convectional rainfall, frontal rainfall, prevailing wind, okta, millibars, area, annual</p>
How and when will I be assessed?	<p>Formative: Written and verbal answers to questions within lessons</p> <p>Summative: End of topic assessment</p>
Resources to use	<p>Geog.2 Textbook – Weather and climate section</p> <p>KS3 Resource website - https://www.bbc.co.uk/bitesize/topics/zx38q6f</p> <p>High and low pressure video - https://www.bbc.co.uk/bitesize/clips/z39tsbk</p> <p>Hydrological cycle video - https://www.bbc.co.uk/bitesize/clips/z9skjxs</p>
Enrichment opportunities	<p>Read the horrible geography books – Perishing Poles, Desperate Deserts and Stormy Weather.</p> <p>Keep a weather diary for a week showing different aspects of the weather.</p> <p>Watch the BBC videos on the weather at https://www.bbc.co.uk/bitesize/topics/zx38q6f/resources/1</p> <p>Explore ‘wild weather’ with these series of videos with Richard Hammond https://www.bbc.co.uk/programmes/b05522l7/clips</p>

Year 7 - Half Term 6 – Africa

Prior Learning	<p>At KS2 pupils are required to understand the location of places and recognise the different human and physical features that these places have. Pupils are also required to understand climate zones and biomes of different places alongside being able to identify environmental regions.</p> <p>In the previous Year 7 topic, pupils were introduced to climate areas which will help them to understand the different climate zones in Africa. Pupils have also previously looked at urban areas which will help them to understand the nature and characteristics of the urban areas in the countries of Africa.</p>
What will I learn?	<p>Within this topic, pupils will learn:</p> <ul style="list-style-type: none"> - The location of Africa - The countries that make up Africa - The climate of Africa - The population distribution in Africa - The physical features in Africa - The biomes in Africa - Tourism in Africa - Eco tourism in Africa - The Sahara Desert - Animal and plant adaptations in desert areas
Next Steps	<p>The learning in this unit links to Topic 2 in Year 9 where pupils will use their knowledge of climate and biomes in Africa to help them within the Hot Geography topic. The unit also sets out foundation knowledge to enable pupils to access the GCSE topics of People and the Environment in which other biomes are studied.</p>
Personal Development	<p>Spiritual development – fascination about learning about the world around them and knowledge of, and respect for, different people’s faiths, feelings and values through further understanding of Africa.</p> <p>Careers – tour operator, travel agent.</p>
Key vocabulary	<p>Tourism, impact, choropleth, biome, ecosystem, eco-tourism, adapt(ion), benefit, culture, feature</p>
How and when will I be assessed?	<p>Formative: Written and verbal answers to questions within lessons, Geog your memory retrieval activities</p> <p>Summative: End of topic assessment</p>
Resources to use	<p>KS3 Geography Geog.1 textbook – Africa section</p> <p>Interactive Africa map quiz - https://online.seterra.com/en/vgp/3163</p>
Enrichment opportunities	<p>Read horrible Geographies – Desperate Deserts.</p> <p>Interactive Africa quiz (countries, flags and capital cities) - https://world-geography-games.com/africa.html</p> <p>Plan Safari holiday in Africa including where to visit, where to stay and travel.</p> <p>International partnership work with Mr Harding to establish a link with a Kenyan school.</p>

Year 8 - Half Term 1 – Development and Globalisation

Prior Learning	The KS2 National Curriculum requires pupils to understand the distribution of natural resources including energy, food, minerals and water. In Year 7 topic 5, Africa, pupils explore life in countries very different to their own and understand what features of their lives are affected by poverty.
What will I learn?	The ability to identify key features of the world on a range of scales: UK, Europe, World. It is important to develop the understanding that the world is has richer and poorer countries and there are reasons for this. Pupils will begin to use key terminology of HIC and LIC with confidence. They will understand that we can use development indicators to compare countries and will gain confidence in describing their development. This topic also explores why some countries are richer than others and ways that we can help other countries to develop, drawing on key Christian actions and exploring the work of organisations such as CAFOD.
Next Steps	In Year 8 topic 2, pupils can apply their understanding of HICs and LICs to why impacts and responses to hazards are different in contrasting parts of the world. In Year 8 topic 4, pupils further explore life in a LIC as they study 'An Asian Adventure' and consider life in a shanty town. The unit provides foundation knowledge to enable pupils to access the GCSE topics of Development Dynamics and Challenges of an Urbanising World.
Personal Development	British Values – Democracy (factors affecting development) and Mutual Respect & Tolerance. SMSC- Cultural awareness and understanding of people's lives being very different to our own.
Key vocabulary (AWL highlighted)	Development, Development indicators, HIC, LIC, Fair Trade, Aid, Income, Economy, Indicate, Globalisation.
How and when will I be assessed?	Formative – extended writing at key points throughout the topic Summative – end of topic test
Resources to use	CACHS Moodle: Geography https://vle.cardinalallen.co.uk/course/view.php?id=2101 ; Key Geography - Interactions p88-105 ISBN: 97814085213186; Geog.3 p64-83 ISBN: 9780198393047
Enrichment opportunities	Contribute to: the fair trade initiative (see Miss Brown), the Eco-Schools Award (see Mr Harding) and the International school partnerships projects (Mr Sutcliffe). Visit the Museum of Science and Industry (free entry) in Manchester to explore Britain's history as we developed. Relate this to how other countries are now developing – building factories and industrialising. Create a project on Kenya – compare Kenya to the UK to answer the question: how is life in Kenya different to life in the UK?

Year 8 - Half Term 2 – Tectonics

Prior Learning	The KS2 National Curriculum requires pupils to describe and understand key aspects of volcanoes and earthquakes. Pupils have studied the geological timescale in Year 7 topic 1, My Place. In Year 7 topic 4 the concept of convection has been introduced, understanding convectional rainfall.
What will I learn?	This unit will enable pupils to understand the distinct structure of the earth and the causes of tectonic activity. Earthquakes and volcanoes are major hazards and pupils will appreciate the dramatic effects and how people respond to these. By planning, predicting and preparing for these hazards, we can reduce the impacts. In this unit pupils will be able to use their understanding of differences in economic development from their previous unit to explain the differences in effects and responses.
Next Steps	In 'An Asian Adventure', Year 8 topic 4, pupils study Mount Everest, a collision boundary and the issues on the great spectacle of the world's highest peak. They also consider the impacts on the area and the mountain tourism of the Nepal earthquake of 2015. The unit provides foundation knowledge to enable pupils to access the GCSE topic of Hazardous Earth.
Personal Development	British Values – SMSC- Cultural awareness and understanding of people's lives being very different to our own and the ability of different countries being able to deal with a major disaster varying dramatically. Spiritual and moral – the need to help others such as giving to charity in the wake of major disasters.
Key vocabulary (AWL highlighted)	Inner/ Outer Core, mantle, convection currents, plate boundary, magnitude, Respond, Shift, Displace, Infrastructure, Primary
How and when will I be assessed?	Formative – extended writing at key points throughout the topic Summative – end of topic key task: a leaflet 'The Next Big One' – a likely earthquake in California
Resources to use	CACHS Moodle: Geography https://vle.cardinalallen.co.uk/course/view.php?id=2101 ; Key Geography - Interactions p28-47 ISBN: 97814085213186; Geog.3 p84-103 ISBN: 9780198393047: Further reading: Horrible Geography – Earth-Shattering Earthquakes and Violent Volcanoes
Enrichment opportunities	Contribute to: the International school partnerships projects (Mr Sutcliffe). Further research work could be carried out on the eruption of Mt St Helen's in 1980: answer the 5 W's: who, what, where, why, when? Watch the documentary: https://www.youtube.com/watch?v=fArB5Jz2wos Find out more about earthquakes: 10 things you didn't know about earthquakes https://www.youtube.com/watch?v=IIXJkf3xYA8

Year 8 - Half Term 3 – Cool Geography

Prior Learning	The KS2 National Curriculum requires pupils to identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle. Also, to describe and understand key aspects of climate zones and biomes. Pupils have studied the geological timescale in Year 7 topic 1, 'My Place'. In Year 7 topic 4 the concept of the Equator being warmer than the Poles was introduced while looking at climate. In the previous Year 8 topic, 'Tectonics', pupils studied hazards and used key terminology such as cause, effect, response.
What will I learn?	This unit begins with the location, climate of, and threats to, Antarctica. We look at Antarctica's inter-linked food chains and how these could be disrupted. We explore past climate of the Earth and the causes of climate change today, as well as the formation of features during the last ice age – the action of glaciers. The issue of permafrost and the permafrost feedback loop is investigated. We find out what happens during an avalanche and how people can take steps to reduce the hazard. The range of activities in Alpine environments and the impacts tourists can have. We look at a different environment in Svalbard: the climate, flora and fauna found there.
Next Steps	In Year 9 topic 1, 'Global Environmental Issues', pupils will explore a range of issues facing Earth, which links to threats facing Antarctica, specifically climate change. This unit allows contrast to Year 9 topic 2, 'Hot Geography', exploring different climates and biomes and reasons for these. There are key concepts in this topic, such as climate change in the past and today, which underpin the GCSE topic 'Hazardous Earth'. The unit provides foundation knowledge to enable pupils to access the GCSE topic of the UK's Evolving Physical Landscape by providing key ideas of ice ages and glaciation which affected the UK. Key concepts and skills are introduced here which prepare pupils for the GCSE topic of 'People and the Biosphere', where pupils explore interactions between people and the natural environment.
Personal Development	SMSC: pupil awareness of the fragility of Earth and our need for stewardship. Tolerance of others considering different viewpoints in considering Antarctica.
Key vocabulary (AWL highlighted)	Producer, Permafrost, Wilderness, Glacier, Affect , Consume (r) , Input , Output , Accumulate , Regulate .
How and when will I be assessed?	Formative – extended writing at key points throughout the topic Summative – glacial features assessment and Cool Geography end of topic test
Resources to use	CACHS Moodle: Geography https://vle.cardinalallen.co.uk/course/view.php?id=2101 ; Key Geography – Connections ISBN: 9781408523179 p22-25; Geog.1 p60-77 ISBN: 9780198393023; Further reading: Horrible Geography – Perishing Poles
Enrichment opportunities	Contribute to: the Eco-Schools Award (Mr Harding). Further research work could be carried out on the expedition to the South Pole of Robert Falcon Scott. Watch BBC Documentary: Planet Earth, Ice Worlds. Plan a trip to Antarctica – how would you get there, what would you do on each day?

Year 8 - Half Term 4 – Cool Geography

Prior Learning	The KS2 National Curriculum requires pupils to identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle. Also, to describe and understand key aspects of climate zones and biomes. Pupils have studied the geological timescale in Year 7 topic 1, 'My Place'. In Year 7 topic 4 the concept of the Equator being warmer than the Poles was introduced while looking at climate. In the previous Year 8 topic, 'Tectonics', pupils studied hazards and used key terminology such as cause, effect, response.
What will I learn?	This unit begins with the location, climate of, and threats to, Antarctica. We look at Antarctica's inter-linked food chains and how these could be disrupted. We explore past climate of the Earth and the causes of climate change today, as well as the formation of features during the last ice age – the action of glaciers. The issue of permafrost and the permafrost feedback loop is investigated. We find out what happens during an avalanche and how people can take steps to reduce the hazard. The range of activities in Alpine environments and the impacts tourists can have. We look at a different environment in Svalbard: the climate, flora and fauna found there.
Next Steps	In Year 9 topic 1, 'Global Environmental Issues', pupils will explore a range of issues facing Earth, which links to threats facing Antarctica, specifically climate change. This unit allows contrast to Year 9 topic 2, 'Hot Geography', exploring different climates and biomes and reasons for these. There are key concepts in this topic, such as climate change in the past and today, which underpin the GCSE topic 'Hazardous Earth'. The unit provides foundation knowledge to enable pupils to access the GCSE topic of the UK's Evolving Physical Landscape by providing key ideas of ice ages and glaciation which affected the UK. Key concepts and skills are introduced here which prepare pupils for the GCSE topic of 'People and the Biosphere', where pupils explore interactions between people and the natural environment.
Personal Development	SMSC: pupil awareness of the fragility of Earth and our need for stewardship. Tolerance of others considering different viewpoints in considering Antarctica.
Key vocabulary (AWL highlighted)	Producer, Permafrost, Wilderness, Glacier, Affect , Consume (r) , Input , Output , Accumulate , Regulate .
How and when will I be assessed?	Formative – extended writing at key points throughout the topic Summative – glacial features assessment and Cool Geography end of topic test
Resources to use	CACHS Moodle: Geography https://vle.cardinalallen.co.uk/course/view.php?id=2101 ; Key Geography – Connections ISBN: 9781408523179 p22-25; Geog.1 p60-77 ISBN: 9780198393023; Further reading: Horrible Geography – Perishing Poles
Enrichment opportunities	Contribute to: the Eco-Schools Award (Mr Harding). Further research work could be carried out on the expedition to the South Pole of Robert Falcon Scott. Watch BBC Documentary: Planet Earth, Ice Worlds. Plan a trip to Antarctica – how would you get there, what would you do on each day?

Year 8 - Half Term 5 – Asian Adventure

Prior Learning	The KS2 National Curriculum requires pupils to describe and understand key aspects of physical and human geography. In Year 7 topic 2 we studied rural to urban migration and shanty towns. The study of weather and climate, in Year 7 topic 4, has prepared pupils to study the climate in India. This unit explores the role of dams in aiding development, this follows on from the learning in Year 7 topic 3, the Middle East where pupils investigated rivers. Year 8 topic 1, Development and Globalisation, introduced the idea of inequalities which is key to understanding the contrasts in this topic. Here we study Mt Everest, following Year 8 topic 2, Tectonics looking at plate boundaries.
What will I learn?	Pupils will study the physical and human geography of Asia. The journey then begins with India and investigating India's growing population, linking to people living in shanty towns. We explore the climate and the monsoon and understand that these rains are essential. We move north to the Himalayas and study Everest – tourism, and issues it brings. Moving north to China we explore the rise of China and focus on different regions, ultimately asking whether the resulting pollution is worth the economic development which has been achieved. We also look at dams and why they are so important to China's development.
Next Steps	As part of this unit, pupils explore the pollution in China as a result of rapid economic development – this leads on to the study of Global Environmental Issues in Year 9 topic 1. This unit provides foundations for Year 9 topic 3, Economic Superpowers, where pupils study the rise of India and China, but question the cost, for example on the environment. The study of Mount Everest links to the GCSE topic of Hazardous Earth. There are key concepts in this topic, such as climate change in the past and today, which underpin the GCSE topic 'Hazardous Earth'. The unit provides foundation knowledge for the GCSE topic of the 'Development Dynamics' and 'Challenges of an Urbanising World' – both involve in-depth study of India and Mumbai respectively, and so it is essential that pupils have foundation understanding.
Personal Development	SMSC: awareness of contrasts in cultures and how people live. They will question respect for nature looking at tourism on Everest, and environmental concerns in China in order to achieve economic development. These are key stewardship debates.
Key vocabulary (AWL highlighted)	Monsoon, Urbanisation, Inequality, Shanty town, Karsts, Megalopolis, Plateau, Gender, Perceive, Diverse.
How and when will I be assessed?	Formative – extended writing at key points throughout the topic Summative – end of topic test
Resources to use	CACHS Moodle: Geography https://vle.cardinalallen.co.uk/course/view.php?id=2101 ; Key Geography – Connections ISBN: 9781408523179 p68-87; Geog.2 p102-137 ISBN: 978019839303; Further reading: Horrible Geography – Freaky Peaks and Raging Rivers
Enrichment opportunities	Contribute to: the Eco-Schools Award (Mr Harding). Further research work could look at how to travel around this region and planning a trip through Asia. Visit the countries of India and China on Google Earth, and physical features such as the River Ganges and Mount Everest. Research key sites such as the Taj Mahal and the Great Wall of China.

Year 8 - Half Term 6 – GIS mini-study

Prior Learning	The KS2 National Curriculum requires pupils to use digital/computer mapping to locate countries and describe features studied, and to use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including digital technologies.
What will I learn?	This unit starts by exploring exactly what we mean by GIS. Then, with a block of lessons in a computer suite, pupils will use ArcGIS and Digimap for Schools. They will use ArcGIS to explore different types of GIS, such as comparison maps of different cities across the world, and maps of census data. They will then use Digimap for schools to undertake a short project based on mapping in their local area.
Next Steps	This unit provides essential digital skills for Geography. It will support the use of GIS maps and data in the Year 9 topic 'Hot Geography' (satellite images of deforestation) and Economic Superpowers (physical growth and changing land use in developing cities. These skills are also essential for the GCSE, such as 'Hazardous Earth' – effects of natural disasters as seen on maps and 'Challenges of an Urbanising World' – exploring the changes in Mumbai.
Personal Development	SMSC: this topic explores changes in our world through maps and equips pupils with the skills to examine these, such as changes affecting people and our world. For example, in cities, on coastlines and forests.
Key vocabulary (AWL highlighted)	Geographical Information Systems, Economically (in)active, Census, Population density, Housing density, Analyse, Data, Identify, Interpret, Category.
How and when will I be assessed?	Formative – completion of tasks throughout the topic on ArcGIS Summative – Completion of mapping project on Digimap
Resources to use	CACHS Moodle: Geography https://vle.cardinalallen.co.uk/course/view.php?id=2101 ; ArcGIS https://www.arcgis.com/index.html ; Digimap for schools https://digimapforschools.edina.ac.uk/ ; Geog.2 textbook p6-15 ISBN: 978019839303
Enrichment opportunities	Pupils can develop their understanding of GIS and gain further research by using their personal log-in to access maps from around the world. They could look at maps of places they have visited themselves and see how they have changed over time and how they look with different layers added to the maps using the mapping programmes.

Year 9 - Half Term 1 – Global Environmental Issues

Prior Learning	In Year 7 and 8 pupils are required to understand basic weather and climate and this will help them in their learning of the more complex aspects of climate change and its impacts. Pupils are also required to have a knowledge of development levels which should help them to better understand the reasons for pollution levels in different countries and the impact that this will have on land, sea and air.
What will I learn?	<p>Within this topic, pupils will learn to form opinions about the following environmental and resource issues:</p> <ul style="list-style-type: none"> - Climate change - Water scarcity - Water deficit - Food waste - Food miles - Plastics in the oceans
Next Steps	The learning in this unit sets out foundation knowledge to enable pupils to access the GCSE topics of 'People and the Biosphere' in which other environmental and resource issues are studied and also 'Challenges of an Urbanising World' in which pupils will begin to assess the issues within urban areas and the impacts that these issues could have on the environment.
Personal Development	<p>Spiritual development – sense of enjoyment and fascination in learning about themselves, others and the world around them and use of imagination and creativity in their learning to show their own opinions about the environmental and resource issues.</p> <p>Moral development - interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues in relation to environmental and resource issues.</p>
Key vocabulary	Scarcity, deficit, drought, renewable, conservation, approach, policy, theory, interact, fluctuate
How and when will I be assessed?	<p>Formative: Written and verbal answers to questions within lessons, Geog your memory retrieval activities</p> <p>Summative: End of topic assessment</p>
Resources to use	<p>KS3 Geography Geog.3 textbook – Living off Earth's resources section</p> <p>KS3 Geography Geog.2 textbook – Our warming planet section</p> <p>BBC class clip climate change causes - https://www.bbc.co.uk/bitesize/clips/z7wnvcw</p>
Enrichment opportunities	<p>Eco club with AHA. Read horrible geographies – Perishing Poles and Odious Oceans. Create a debate focusing on one of the issues taught within this topic.</p> <p>Research where your energy comes from to answer questions such as: does your energy supplier supply renewable energy? What local Sources of energy do we have in the north west?</p> <p>Watch the David Attenborough documentary "Climate Change the Facts" https://www.bbc.co.uk/programmes/m00049b1</p>

Year 9 - Half Term 2 – Global Environmental Issues

Prior Learning	In Year 7 and 8 pupils are required to understand basic weather and climate and this will help them in their learning of the more complex aspects of climate change and its impacts. Pupils are also required to have a knowledge of development levels which should help them to better understand the reasons for pollution levels in different countries and the impact that this will have on land, sea and air.
What will I learn?	<p>Within this topic, pupils will learn to form opinions about the following environmental and resource issues:</p> <ul style="list-style-type: none"> - Climate change - Water scarcity - Water deficit - Food waste - Food miles - Plastics in the oceans
Next Steps	The learning in this unit sets out foundation knowledge to enable pupils to access the GCSE topics of 'People and the Biosphere' in which other environmental and resource issues are studied and also 'Challenges of an Urbanising World' in which pupils will begin to assess the issues within urban areas and the impacts that these issues could have on the environment.
Personal Development	<p>Spiritual development – sense of enjoyment and fascination in learning about themselves, others and the world around them and use of imagination and creativity in their learning to show their own opinions about the environmental and resource issues.</p> <p>Moral development - interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues in relation to environmental and resource issues.</p>
Key vocabulary	Scarcity, deficit, drought, renewable, conservation, approach, policy, theory, interact, fluctuate
How and when will I be assessed?	<p>Formative: Written and verbal answers to questions within lessons, Geog your memory retrieval activities</p> <p>Summative: End of topic assessment</p>
Resources to use	<p>KS3 Geography Geog.3 textbook – Living off Earth's resources section</p> <p>KS3 Geography Geog.2 textbook – Our warming planet section</p> <p>BBC class clip climate change causes - https://www.bbc.co.uk/bitesize/clips/z7wnvcw</p>
Enrichment opportunities	<p>Eco club with AHA. Read horrible geographies – Perishing Poles and Odious Oceans. Create a debate focusing on one of the issues taught within this topic.</p> <p>Research where your energy comes from to answer questions such as: does your energy supplier supply renewable energy? What local Sources of energy do we have in the north west?</p> <p>Watch the David Attenborough documentary "Climate Change the Facts" https://www.bbc.co.uk/programmes/m00049b1</p>

Year 9 - Half Term 3 – Hot Geography

Prior Learning	The KS2 National Curriculum requires pupils to identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere. Also, to describe and understand key aspects of climate zones and biomes. The Middle East topic (Year 7 topic 3) allowed pupils to explore different climates across a region. In Year 7 topic 4 the concept of the Equator being warmer than the Poles was introduced, and in this unit pupils also looked at types of rainfall. Year 8 topic 3 provides a contrasting unit, looking a 'Cool Geography'. The idea of use of resources is explored in Year 9 topic 1, Global Environmental Issues.
What will I learn?	Pupils will study the location of the world's biomes and associated climate zones. They will understand why we get the 'hot' weather systems associated with deserts and tropical rainforests. These two biomes will then be explored in turn, exploring their climate, species living there and how they are being used by people. This will include exploitation of desert areas for oil and deforestation in the rainforest. A case study of Dubai will help pupils to investigate a world city, its economy and attraction to tourists.
Next Steps	The study of deforestation in order to progress trade and development provide foundation knowledge for the GCSE topic of 'Development Dynamics'. Key ideas surrounding the impact of climate change underpin the GCSE topic 'Hazardous Earth'. The unit provides essential knowledge for the GCSE topic of 'People and Environment Issues' – the interaction between people in extreme environments and their impacts.
Personal Development	SMSC: exploring cultures and traditions in the rainforest – respect for others. Understanding issues that are very different to those in our lives, such as desertification. Promoting stewardship and the need to protect our rainforests.
Key vocabulary (AWL highlighted)	Biome, ecosystem, sustainable, exploitation, deforestation, desertification, layer, issue, culture, tradition
How and when will I be assessed?	Formative – extended writing at key points throughout the topic Summative – Rainforest key task involving decision-making and justification, also end of topic test
Resources to use	CACHS Moodle: Geography https://vle.cardinalallen.co.uk/course/view.php?id=2101 ; Key Geography – Interactions ISBN: 9781408523186 p4-27; Further reading: Horrible Geography – Bloomin' Rainforests and Desperate Deserts
Enrichment opportunities	Contribute to: the Eco-Schools Award (see Mr Harding). Further project work could be carried out designing a campaign to protect the rainforests, and further research into the tribes affected by deforestation. Watch the BBC documentary 'In Search of the Lost Girl' where he visits rainforest tribes and looks at changes in the rainforest which have affected them https://www.bbc.co.uk/programmes/b09qjlf5

Year 9 - Half Term 4 – Hot Geography

Prior Learning	The KS2 National Curriculum requires pupils to identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere. Also, to describe and understand key aspects of climate zones and biomes. The Middle East topic (Year 7 topic 3) allowed pupils to explore different climates across a region. In Year 7 topic 4 the concept of the Equator being warmer than the Poles was introduced, and in this unit pupils also looked at types of rainfall. Year 8 topic 3 provides a contrasting unit, looking a 'Cool Geography'. The idea of use of resources is explored in Year 9 topic 1, Global Environmental Issues.
What will I learn?	Pupils will study the location of the world's biomes and associated climate zones. They will understand why we get the 'hot' weather systems associated with deserts and tropical rainforests. These two biomes will then be explored in turn, exploring their climate, species living there and how they are being used by people. This will include exploitation of desert areas for oil and deforestation in the rainforest. A case study of Dubai will help pupils to investigate a world city, its economy and attraction to tourists.
Next Steps	The study of deforestation in order to progress trade and development provide foundation knowledge for the GCSE topic of 'Development Dynamics'. Key ideas surrounding the impact of climate change underpin the GCSE topic 'Hazardous Earth'. The unit provides essential knowledge for the GCSE topic of 'People and Environment Issues' – the interaction between people in extreme environments and their impacts.
Personal Development	SMSC: exploring cultures and traditions in the rainforest – respect for others. Understanding issues that are very different to those in our lives, such as desertification. Promoting stewardship and the need to protect our rainforests.
Key vocabulary (AWL highlighted)	Biome, ecosystem, sustainable, exploitation, deforestation, desertification, layer, issue, culture, tradition
How and when will I be assessed?	Formative – extended writing at key points throughout the topic Summative – Rainforest key task involving decision-making and justification, also end of topic test
Resources to use	CACHS Moodle: Geography https://vle.cardinalallen.co.uk/course/view.php?id=2101 ; Key Geography – Interactions ISBN: 9781408523186 p4-27; Further reading: Horrible Geography – Bloomin' Rainforests and Desperate Deserts
Enrichment opportunities	Contribute to: the Eco-Schools Award (see Mr Harding). Further project work could be carried out designing a campaign to protect the rainforests, and further research into the tribes affected by deforestation. Watch the BBC documentary 'In Search of the Lost Girl' where he visits rainforest tribes and looks at changes in the rainforest which have affected them https://www.bbc.co.uk/programmes/b09qjlf5

Year 9 - Half Term 5 – The New Economic Superpowers

Prior Learning	The KS2 National Curriculum requires pupils locate countries including Russia and countries in South America. Also, to describe how some of the human characteristics of these places have changed over time including economic activity including trade links along with the distribution of natural resources including energy and minerals. The Development and Globalisation topic (Year 8 topic 1) introduces pupils to the concept of trade and types of industry in countries at differing stages of development. In Year 8 topic 4, Asian Adventure, the basic human and physical geographies of India and China are explored along with the foundations of economic development in China and its resulting impact on the environment. In Year 9 half term 3 (Hot Geography) pupils will focus on world biomes and pupils will study the tropical rainforest in Brazil.
What will I learn?	Pupils will study the economic and political geography of some of the newly industrialised countries Brazil, Russia, India, and China. They will understand the divisions of industry and how these shift with economic development. They will understand why these countries have become more important and how their relative global influence has grown. They will explore some aspect of trade and how this has developed trade links with nations across the world. Pupils will understand that the rapid growth of these economies has had positive and negative economic, social, political and environmental impacts.
Next Steps	This unit directly links to trade and development as part of the GCSE topic of 'Development Dynamics'. This unit includes a depth study of 'how is India managing to develop?' The unit provides essential knowledge for the 'Urbanising World' topic including the EQ of 'Why does quality of life vary so much within Mumbai?' in which industrial change is explored. This additionally provides a foundation for A-Level Geography in the unit Human Systems and Geopolitics, Topic 7: Superpowers.
Personal Development	British Values – Democracy vs Communism in China and Mutual Respect & Tolerance. SMSC - Cultural awareness and understanding of people's lives in the countries studied being very different to our own.
Key vocabulary (AWL highlighted)	Political, trade, context, industry, manufacturing, social, agriculture, assess, emerge, export
How and when will I be assessed?	Formative – low stakes quizzing - 'memory joggers', extended writing at key points. Summative – End of topic written assessment
Resources to use	Geog.3 Student Book– RoseMarie Gallagher and Richard Parish, ISBN: 978-0-19-839304-7 Further reading: Michael Palin – Brazil , The Almighty Dollar- Dharshini David , Prisoners of Geography: Ten Maps That Tell You Everything You Need to Know About Global Politics – Tim Marshall
Enrichment opportunities	Contribute the Eco-Schools Award by completing joint projects on sustainability with Birla High School, Kolkata, India (see Mr Harding). BBC World Service Radio Broadcast- BRICS: https://www.bbc.co.uk/programmes/p03jrkn1/episodes/guide

Year 9 - Half Term 6 – The New Economic Superpowers

Prior Learning	The KS2 National Curriculum requires pupils locate countries including Russia and countries in South America. Also, to describe how some of the human characteristics of these places have changed over time including economic activity including trade links along with the distribution of natural resources including energy and minerals. The Development and Globalisation topic (Year 8 topic 1) introduces pupils to the concept of trade and types of industry in countries at differing stages of development. In Year 8 topic 4, Asian Adventure, the basic human and physical geographies of India and China are explored along with the foundations of economic development in China and its resulting impact on the environment. In Year 9 half term 3 (Hot Geography) pupils will focus on world biomes and pupils will study the tropical rainforest in Brazil.
What will I learn?	Pupils will study the economic and political geography of some of the newly industrialised countries Brazil, Russia, India, and China. They will understand the divisions of industry and how these shift with economic development. They will understand why these countries have become more important and how their relative global influence has grown. They will explore some aspect of trade and how this has developed trade links with nations across the world. Pupils will understand that the rapid growth of these economies has had positive and negative economic, social, political and environmental impacts.
Next Steps	This unit directly links to trade and development as part of the GCSE topic of 'Development Dynamics'. This unit includes a depth study of 'how is India managing to develop?' The unit provides essential knowledge for the 'Urbanising World' topic including the EQ of 'Why does quality of life vary so much within Mumbai?' in which industrial change is explored. This additionally provides a foundation for A-Level Geography in the unit Human Systems and Geopolitics, Topic 7: Superpowers.
Personal Development	British Values – Democracy vs Communism in China and Mutual Respect & Tolerance. SMSC - Cultural awareness and understanding of people's lives in the countries studied being very different to our own.
Key vocabulary (AWL highlighted)	Political, trade, context, industry, manufacturing, social, agriculture, assess, emerge, export
How and when will I be assessed?	Formative – low stakes quizzing - 'memory joggers', extended writing at key points. Summative – End of topic written assessment
Resources to use	Geog.3 Student Book– RoseMarie Gallagher and Richard Parish, ISBN: 978-0-19-839304-7 Further reading: Michael Palin – Brazil , The Almighty Dollar- Dharshini David , Prisoners of Geography: Ten Maps That Tell You Everything You Need to Know About Global Politics – Tim Marshall
Enrichment opportunities	Contribute the Eco-Schools Award by completing joint projects on sustainability with Birla High School, Kolkata, India (see Mr Harding). BBC World Service Radio Broadcast- BRICS: https://www.bbc.co.uk/programmes/p03jrkn1/episodes/guide

Year 10 - Half Term 1 – UK Physical Landscape – Coastal Landscapes

Prior Learning	In 'My Place', Year 7 topic 1, pupils have studied physical processes and landforms associated with the coast. This is followed in Year 7 topic 2 (Urban Areas) with appreciation of the coastal management aspect of Blackpool's large-scale regeneration. Rivers are studied through the place study of the Middle East in Year 7 topic 3. Year 8 topics 2 – Tectonics, and topic 3 – Glaciation, introduce the ideas of why the physical landscape of the UK varies from place to place
What will I learn?	Pupils should be able to understand the formation of the UK's physical landscape and recognise the rocks that make it up. They should have an understanding of coastal processes and features alongside understanding the need for and the impact of coastal management strategies. Pupils should also have knowledge of coastal processes and features alongside understanding the reasons for coastal flooding and the impact that this may have. It is important for pupils to be able to accurately describe and explain these processes and the formation of coastal features. Pupils should also be able to apply this knowledge to their home coastline of the Fylde Coast wherever possible.
Next Steps	This unit prepares pupils for their physical fieldwork: Investigating Coastal Change and Conflict. Should pupils go on to further study in Geography, this unit provides foundations for AS and A2 Coastal Systems and Landscapes. This topic also links further study outside of Geography, providing key ideas for the study of Geology.
Personal Development	British Values – Democracy (factors affecting development and trade) and Mutual Spiritual development of pupils includes sense of enjoyment and fascination in learning about the world around them particularly the coastal location of the schools' catchment area. Moral development of pupils in developing their ability to understand and appreciate the viewpoints of others on the issues surrounding coastal management and climate change.
Key vocabulary (AWL highlighted)	Discordant, Concordant, Joints, Fetch, Prevailing winds, Beach profile, Swash, Backwash, Berm, Constructive waves, Destructive waves, Abrasion, Wave cut platform, Longshore drift, Bar, Cost benefit analysis, Terminal groyne syndrome, Holistic, Lagoon, Geology approach, define, policy, benefit, assess, community, impact, evaluate, positive, survey, strategy, feature
How and when will I be assessed?	Formative – weekly GCSE style exam questions Summative – Mid and end of topic mock exam
Resources to use	Seneca Edexcel GCSE B Course - https://www.senecalearning.com/seneca-certified-resources/geography-gcse-edexcel-b/ ; CACHS Moodle – Geography https://vle.cardinalallen.co.uk/course/view.php?id=2101 ; Understanding GCSE Geography Edexcel B p122-136 ISBN: 9780198366577
Enrichment opportunities	Coastal litter pick as part of the Eco-Schools Award (see Mr Harding); Visit Fleetwood and Cleveleys beach and sea defences. Further reading: Wild Swimming Hidden Beaches: Explore the Secret Coast of Britain - David Start; The Making Of The British Landscape: From the Ice Age to the Present - Nicholas Crane; Visit Fleetwood website

Year 10 - Half Term 2 – UK Physical Landscape – Coastal Landscapes

Prior Learning	In 'The Middle East, Year 7 topic 3, pupils have studied physical processes and landforms associated with rivers. The same topic also introduces the concept of use of rivers for the production of renewable energy (The River Nile and Aswan Dam), and therefore human use of rivers and drainage basin systems. Year 8 topic 3 – includes glaciation, the concept of why the physical landscape of the UK varies from place to place is introduced, and pupils will understand the relief of the UK.
What will I learn?	Pupils should be able to name the main features of a river and have an understanding of the main processes that occur along the course of a river. Pupils should also be able to apply their knowledge of river processes to show how a variety of features are created along the river including waterfalls, v shaped valleys, meanders, ox bow lakes and floodplains. It is important for pupils to be able to understand the theory behind the changes in the courses of the river and be able to explain why these changes occur. Pupils should also be able to apply this knowledge to local rivers such as the River Wyre wherever possible.
Next Steps	This unit links to the key concept of top-down projects which is part of both 'Challenges of an Urbanising World' and 'Development Dynamics'. Key processes in this unit are also part of the Coasts section of this unit of study. Should pupils go on to further study in Geography, this unit provides foundations for AS and A2 Water and Carbon Cycles.
Personal Development	Spiritual development of pupils includes sense of enjoyment and fascination in learning about the world around them particularly the location of the schools' catchment area between the mouths of the River Wyre and River Ribble. Moral development of pupils in developing their ability to understand and appreciate the viewpoints of others on the issues surrounding development on flood plains and climate change.
Key vocabulary (AWL highlighted)	Erosion, transportation, attrition, abrasion, solution, hydraulic action, traction, suspension and saltation, Mass movement, soil creep, landslide, mudflow, rock fall, chemical weathering, biological weathering, physical weathering, Erosion, waterfall, upper course, gorge, V shaped valley, interlocking spurs, vertical erosion, Meander, ox bow lake, middle course, helicoidal flow and thalweg, Flood plain, levee and delta, Source, mouth, Bradshaw's model, river Severn, Hydrograph, lag time, human, physical, Physical, human, causes, responses, Flood risk, environment agency, social, economic, environmental, Hard engineering and soft engineering approach, define, policy, benefit, assess, community, impact, evaluate, positive, survey, strategy, feature
How and when will I be assessed?	Formative – weekly GCSE style exam questions Summative – Mid and end of topic mock exam
Resources to use	Seneca Edexcel GCSE B Course - https://www.senecalearning.com/seneca-certified-resources/geography-gcse-edexcel-b/ ; CACHS Moodle – Geography https://vle.cardinalallen.co.uk/course/view.php?id=2101 ; Understanding GCSE Geography Edexcel B p140-157 ISBN: 9780198366577
Enrichment opportunities	Visit the River Wyre Mouth near Fleetwood docks or River Ribble at Lytham St Anne's. The source of the Rive Wyre can be seen at Abbeystead in the Trough of Bowland . Further reading: The Making Of The British Landscape: From the Ice Age to the Present - Nicholas Crane ; The River Wyre Trust

Year 10 - Half Term 3 – The UK Human Landscape

Prior Learning	In 'Urban Areas', Year 7 topic 2, pupils have been introduced to the concepts of megacities, urban growth and basic urban land use models, regeneration, as well as key terms to describe population, such as sparsely and densely populated. In the Year 7 topics 'The Middle East' and 'Africa', and the Year 8 topic 'An Asian Adventure', pupils have studied a range of major cities
What will I learn?	Pupils should appreciate the scale and changes of the UK's human landscape. They should understand what has changed urban areas in the past, and the opportunities and challenges they face today. The case study of London provides pupils with real and relevant examples, such as the legacy of the London Olympics. This unit also allows pupils to understand the inter-relationships between urban and accessible rural areas, and contrast the opportunities and challenges of these rural areas.
Next Steps	This unit has clear links to 'Development Dynamics', with key concepts such as Foreign Direct Investment, globalisation and the changes in a country's economic structure. This unit links to 'Challenges of an Urbanising World' with an in-depth study of Mumbai – its land use and urban growth. Should pupils go on to further study in Geography, this unit provides foundations for AS and A2 Changing Places and Contemporary Urban Environments. This topic also links to A-level study outside of Geography, providing key ideas for the study of Sociology.
Personal Development	British values are explored through mutual respect of others through work on migration to the UK. Cultural development through understanding and appreciation of the wide range of cultural influences in London
Key vocabulary (AWL highlighted)	Population distribution , population density, sparsely populated, densely populated Rural periphery, urban core, affluent, Migration, international migration, national migration, birth rate, TNC, Globalisation, Free Trade, Foreign Direct Investment, Privatisation, Primary, Secondary, Tertiary, Quaternary, Domino effect, Tertiary, quaternary, new economy , knowledge economy , new rural economy, Site , Situation, World City, Central Business District, inner suburbs, rural-urban fringe, environmental quality, Migration, immigration, Deprivation, Index of Multiple Deprivation, Deindustrialisation, depopulation, suburbanisation, decentralisation, Counter-urbanisation, re-urbanisation,, Gentrification, Regeneration, Re-branding, Regeneration, Sustainable development, quality of life, Green space, Affordable housing, Energy efficiency, Waste, Employment, Transport, Accessible, counter-urbanisation, rural-urban fringe, dormitory towns and villages. Community, assess, define, function, sector, theory, labour, invest, positive
How and when will I be assessed?	Formative – weekly GCSE style exam questions Summative – Mid and end of topic mock exam
Resources to use	Seneca Edexcel GCSE B Course - https://www.senecalearning.com/seneca-certified-resources/geography-gcse-edexcel-b/ ; CACHS Moodle – Geography https://vle.cardinalallen.co.uk/course/view.php?id=2101 ; Understanding GCSE Geography Edexcel B p160-197 ISBN: 9780198366577
Enrichment opportunities	Visit the regeneration sites in London explored in the topic such as The Queen Elizabeth Olympic Park . Further reading: - The UK Economy - Malcolm Sawyer ; Peter Dicken- A global Shift . Visit the Museum of Science and Industry in Manchester (free entry) to explore how cities developed during the industrial revolution.

Year 10 - Half Term 4 – Hazardous Earth

Prior Learning	In Year 8 topic 2 (Tectonics) pupils explore the cause, effects and responses of a variety of tectonic hazards. Year 8 topic 1 (Development) allows pupils to begin to understand the differences between developing and developed countries. They have then applied this to the preparation for, and response to tectonic hazards in their Year 8 'Tectonics' topic. Year 7 topic 4 'Weather and Climate' allows pupils to understand different climates and climate change. This is built on in the Year 8 topic 'Cool Geography' and Year 9 'Hot Geography'.
What will I learn?	Pupils will study global atmospheric circulation, the natural causes of climate change and how they explain past climate change events. Evidence for natural climate change and how it is used to past climates. How human activities produce greenhouse gases that cause the enhanced greenhouse effect leading to global warming. Evidence for how human activity is causing climate change and the possible consequences for people. Characteristics and seasonal global distribution of tropical cyclones (hurricanes and typhoons). Impact and management of tropical cyclones in a developed country. Physical hazards of tropical cyclones and their impact on people and environments. Earth's layered structure and how the core's internal heat source generates convection, the key foundation for plate motion. Distribution and characteristics of the three plate boundary types and hotspots. Causes of contrasting volcanic and earthquake hazards.
Next Steps	This unit links to the key concepts of development in the topic 'Development Dynamics', helping pupils to explain why there are differences in preparation for, effects of and responses to tectonic and atmospheric hazards. There are also links in this unit to 'The UK's Evolving Physical Landscape' with the issues of climate change, in particular rising sea levels which is a key element of the Coasts part of that topic. Should pupils go on to further study in Geography, this unit provides foundations for AS and A2 Hazards
Personal Development	Spiritual development developed through sense of enjoyment and fascination in learning about the world around them.
Key vocabulary (AWL highlighted)	Lithosphere, tectonic plates, asthenosphere, core, mantle, crust, continental crust, oceanic crust, radioactive decay, convection currents, plumes, magma, lava, divergent plate boundaries, hot spots, convergent, conservative, subduction, primary effects, secondary effects, evacuate, economic, social, relief, magnitude, Richter scale, focus, epicentre, responses, solar insolation, ocean currents, low pressure, high pressure, Inter-Tropical Convergence Zone, tropics, global circulation model, Hadley Cell, Polar Cell, Ferrell Cell, asteroid, sunspot, orbital, ice cores, tree rings, glacial, interglacial, greenhouse effect, greenhouse gases, enhanced greenhouse effect, thermal expansion, impacts, tropical cyclone, Saffir-Simpson Scale, storm surge, Coriolis, eye, decay, cumulonimbus, assess, regulate distribute estimate significant source, evaluate, positive, identify and define
How and when will I be assessed?	Formative – weekly GCSE style exam questions Summative – Mid and end of topic mock exam
Resources to use	Seneca Edexcel GCSE B Course - https://www.senecalearning.com/seneca-certified-resources/geography-gcse-edexcel-b/ ; CACHS Moodle, Understanding GCSE Geography Edexcel B p8-49 ISBN: 9780198366577 vle.cardinalallen.co.uk/course/view.php?id=2101 ;
Enrichment opportunities	Visit the Natural History Museum London – Earthquake Simulation. Manchester Museum – Climate Change Exhibition , Further reading: There Is No Planet B by Mike Berners-Lee No One Is Too Small to Make a Difference by Greta Thunberg . A Short History of Nearly Everything by Bill Bryson

Year 10 - Half Term 5 – Development Dynamics

Prior Learning	At KS2, pupils study economic activity including trade links. In Year 7 topic 5, Africa, pupils explore life in countries different to their own. In Year 8 topic 1 pupils learn about countries being at different stages in their development. This is built on in topic 2, Tectonics, understanding why impacts and responses to hazards are different in around the world. In Year 8 topic 4 pupils consider life in a shanty town in India.
What will I learn?	The different ways of defining and measuring development using economic, social and political measures. An understanding of global inequality, its causes and the different theories on how it can be reduced. Explore a range of models used to explain how and why countries develop over time. The differences of top-down and bottom-up strategies and be able to refer to named examples from India. Evaluate the role of globalisation and its key players of TNC's and governments, and how they benefit some countries over others. India's emergence as a country of growing geopolitical influence. How India's growth has been influenced by its location and context. They will gain an understanding of how globalisation has caused rapid economic change in India, which has led to changes in its key economic trends since 1990. Students will be able to explain how this has led to differing social, economic, political and environmental impacts on different regions of India.
Next Steps	This unit explores population pressures on the environment in India and directly links to the future study of Unit 3: Forests under Threat. During the 'UK Human Landscapes' topic pupils cover causes of national and international migration why globalisation, free trade polices (UK and EU) and privatisation has increased foreign direct investment (FDI) and the role of TNCs. At A-Level, this links directly to 3.2.1 Global systems and global governance and 3.2.3 Contemporary urban environments. This topic also links to A-level study outside of Geography, providing key ideas for the study of Sociology and Economics.
Personal Development	British Values – Democracy (factors affecting development and trade) and Mutual Respect & Tolerance (differences between UK and India). SMSC- Cultural awareness and links to British Commonwealth
Key vocabulary (AWL highlighted)	Subsistence, Development, Development indicators, GDP, Purchasing power parity, Inequality, Literacy rate, HDI, Demographic data, Dependency ratio, Emerging economies, MIC, NIC, HIC, LIC, Landlocked, Primary products, Colonised, Cash crops. Commodities, Neo colonialism, Tariffs, Globalisation, Interdependence, Outsourcing, FDI, Industrialisation, Communist, Emerging country, TNC, Multiplier effect, Biodiversity, Monsoon, Irrigation:, Bottom up development, Bio gas, Intermediate technology, Top down development, Infrastructure, Define, Identify, income, sector, Data, Structure, Sector, Theory, Export, Income, Community, Strategy, Policy, Invest, Site, Environment Economy, Assess, Impact, Benefit
How and when will I be assessed?	Formative – weekly GCSE style exam questions Summative – Mid and end of topic mock exam
Resources to use	Seneca Edexcel GCSE B Course - https://www.senecalearning.com/seneca-certified-resources/geography-gcse-edexcel-b/ ; CACHS Moodle – Geography https://vle.cardinalallen.co.uk/course/view.php?id=2101 ; Understanding GCSE Geography Edexcel B p50-81 ISBN: 9780198366577
Enrichment opportunities	Contribute to: the fair trade initiative (see Miss Brown), the Eco-Schools Award (see Mr Harding) and the International school partnerships projects (Mr Sutcliffe). Further reading: Ester Boserup: <i>Woman's Role in Economic Development</i> , Walter Rodney: <i>How Europe Underdeveloped Africa</i> Tim Allen: <i>Poverty and Development into the 21st Century</i>

Year 10 - Half Term 6 – Geographical Investigations

Prior Learning	In Year 7 topic 4, Weather & Climate, pupils undertake a microclimate study in which pupils gain experience of the enquiry process. In year 8, topic 5, pupils complete a GIS mini-study which gives them experience in presenting data, part of the enquiry process, through overlaying various data on maps geographical information systems such as ARCGIS. As part of the GCSE course students complete work on urban areas in the urbanising World unit in year 10 and coastal environments which provides the foundation knowledge on which the fieldwork is based.
What will I learn?	Students will complete two Geographical Investigations during this half term: 1. Investigate the impact of coastal management on coastal processes and communities; 2. How and why quality of life varies within urban areas. Firstly understanding the geographical enquiry processes. Secondly, understanding of the range of techniques and methods used in fieldwork. Thirdly, processing and presenting fieldwork data in various ways, including maps, GIS, graphs and diagrams (hand-drawn and computer-generated). Fourthly, analysing and explaining data collected. Fifthly, draw evidenced conclusions and summaries from their data.
Next Steps	The investigations directly link to component 3 of A-Level in which students are required to undertake an independent investigation. This incorporates a significant element of fieldwork.
Personal Development	This unit promotes development of pupils' social skills through working in small team's. Giving opportunity to cooperate well with others and develop their ability to lead or be part of an effective team.
Key vocabulary (AWL highlighted)	Fieldwork, Enquiry, Hypothesis, Primary data, Secondary data, Qualitative data (subjective), Quantitative data (objective) Census data, Index of Multiple Deprivation, bi-polar survey, Questionnaire, Land use survey, geology map, Reliability, Sample size SMP (Shoreline Management Plan), Stratified, Systematic, Theory , Trend, Validity, Mean, Median, Mode, Model, Quartiles, Random, Range, Accuracy, Annotated, Anomalies, Categories, Census, Continuous, Deprivation, Environmental quality survey Equipment, Analyse, approach, site, community, area, assess and interpret
How and when will I be assessed?	Students will complete a fieldwork booklet which will be checked by the teacher on a weekly basis. Students will complete 2 assessments based on past paper exam questions for both familiar and unfamiliar fieldwork for both investigations
Resources to use	Seneca Edexcel GCSE B Course - https://www.senecalearning.com/seneca-certified-resources/geography-gcse-edexcel-b/ ; CACHS Moodle – Geography https://vle.cardinalallen.co.uk/course/view.php?id=2101 ; Understanding GCSE Geography Edexcel B p200-211 (coastal enquiry) and p222-231 (urban enquiry) ISBN: 9780198366577
Enrichment opportunities	Visit the coastal areas around us at Rossall, Cleveleys and Fleetwood and take note of the coastal defences in use, information on this can be found here: Visit Fylde Coast . The information on coastal management in our local area can be found on the Shore Management Plans here . An editable geological map of Britain can be found on the British Geological Survey For further information on urban fieldwork explore the Field Studies Council website or for the coastal investigations visit the Royal Geographical Society or FSC Further reading:

Year 11 - Half Term 1 – Geographical Investigations

Prior Learning	In Year 7 topic 4, Weather & Climate, pupils undertake a microclimate study in which pupils gain experience of the enquiry process. In year 8, topic 5, pupils complete a GIS mini-study which gives them experience in presenting data, part of the enquiry process, through overlaying various data on maps geographical information systems such as ARCGIS. As part of the GCSE course students complete work on urban areas in the urbanising World unit in year 10 and coastal environments which provides the foundation knowledge on which the fieldwork is based.
What will I learn?	Students will complete two Geographical Investigations during this half term: 1. Investigate the impact of coastal management on coastal processes and communities; 2. How and why quality of life varies within urban areas. Firstly understanding the geographical enquiry processes. Secondly, understanding of the range of techniques and methods used in fieldwork. Thirdly, processing and presenting fieldwork data in various ways, including maps, GIS, graphs and diagrams (hand-drawn and computer-generated). Fourthly, analysing and explaining data collected. Fifthly, draw evidenced conclusions and summaries from their data.
Next Steps	The investigations directly link to component 3 of A-Level in which students are required to undertake an independent investigation. This incorporates a significant element of fieldwork.
Personal Development	This unit promotes development of pupils' social skills through working in small team's. Giving opportunity to cooperate well with others and develop their ability to lead or be part of an effective team.
Key vocabulary (AWL highlighted)	Fieldwork, Enquiry, Hypothesis, Primary data, Secondary data, Qualitative data (subjective), Quantitative data (objective) Census data, Index of Multiple Deprivation, bi-polar survey, Questionnaire, Land use survey, geology map, Reliability, Sample size SMP (Shoreline Management Plan), Stratified, Systematic, Theory , Trend, Validity, Mean, Median, Mode, Model, Quartiles, Random, Range, Accuracy, Annotated, Anomalies, Categories, Census, Continuous, Deprivation, Environmental quality survey Equipment, Analyse, approach, site, community, area, assess and interpret
How and when will I be assessed?	Students will complete a fieldwork booklet which will be checked by the teacher on a weekly basis. Students will complete 2 assessments based on past paper exam questions for both familiar and unfamiliar fieldwork for both investigations
Resources to use	Seneca Edexcel GCSE B Course - https://www.senecalearning.com/seneca-certified-resources/geography-gcse-edexcel-b/ ; CACHS Moodle – Geography https://vle.cardinalallen.co.uk/course/view.php?id=2101 ; Understanding GCSE Geography Edexcel B p200-211 (coastal enquiry) and p222-231 (urban enquiry) ISBN: 9780198366577
Enrichment opportunities	Visit the coastal areas around us at Rossall, Cleveleys and Fleetwood and take note of the coastal defences in use, information on this can be found here: Visit Fylde Coast . The information on coastal management in our local area can be found on the Shore Management Plans here . An editable geological map of Britain can be found on the British Geological Survey For further information on urban fieldwork explore the Field Studies Council website or for the coastal investigations visit the Royal Geographical Society or FSC Further reading:

Year 11 - Half Term 2 – People and Environment Issues

This topic is sub-divided into 3 sub-topics

Prior Learning

A: People and the Biosphere

In Year 7 topic 4, Weather & Climate, pupils look at factors influencing climate at a range of scales, they undertake a microclimate study. In Year 8 topic 1, development, pupils explore rapid population increase and the problems this can create for our planet. In Year 8 topic 3, Cool Geography, pupils look at cold environments such as the poles and areas of tundra. In year 9 topic 2, Hot Geography, pupils look at ecosystems such as hot deserts and the tropical rainforest. Students will have covered climate graphs, atmospheric circulation and pressure belts as part of the hazardous earth topic earlier in the GCSE course. In year 10 during the development dynamics topic pupils look at sources of energy and appropriate technology in India.

What will I learn?

A: People and the Biosphere

Pupils will learn about the global distribution and characteristics of major biomes (tropical, temperate and boreal forests, tropical and temperate grasslands, deserts and tundra) are influenced by climate (temperature, precipitation, sunshine hours). They will also focus on local factors (altitude, rock and soil type, drainage) that can alter the biome distribution locally and how the biotic (flora, fauna) and abiotic (soils, rock, water, atmosphere) components of biomes interact. Pupils will gain an understanding of how the biosphere provides resources for indigenous and local people (food, medicine, building materials and fuel resources) but also how it is increasingly exploited commercially for energy, water and mineral resources. The importance of the biosphere in regulating the composition of the atmosphere; soil health; and water within the hydrological cycle will be explored. Pupils will assess the global and regional trends which are increasing our demand for food, energy and water resources. This will focus on population growth, rising affluence, urbanisation and industrialisation are placing increasing pressure on the biosphere. They will look at the theories of Malthus and Boserup on the relationships between population and resources.

B: Forests Under Threat

Pupils will study the biotic and abiotic characteristics of both tropical rainforest and the taiga and that they are interdependent. How plants in both tropical rainforest and the taiga and animals are adapted to the climate. They will study how tropical rainforests have a very high rate of nutrient cycling which, in turn, supports high levels of biodiversity and complex food webs. They will compare this with the taiga which has lower productivity, with less active nutrient cycling and much lower levels of biodiversity. As part of this pupils will be able to interpret nutrient cycle diagrams and food webs. They will explore the causes of deforestation in the rainforest to include: commercial hardwood logging, subsistence and commercial agriculture, local demand for fuel wood and how demand for biofuels, mineral resources and electricity (HEP) contribute to deforestation. They will develop their knowledge to how climate change is an indirect threat to the health of tropical rainforests through ecosystem stress and drought. They will then look at the direct threats to the taiga from logging for softwood, pulp and paper production and indirect threats resulting from the exploitation of minerals, fossil fuels and HEP potential. Pupils will study acid precipitation, forest fires, pests and diseases and forest fires as contributing factors to a loss of biodiversity in the taiga. Pupils will look at aerial photographs and GIS to identify the patterns of forest loss from both biomes. Pupils will look at the advantages and disadvantages of global actions designed to protect tropical rainforest species and areas and why deforestation rates are rising in some areas but falling in others. They will examine the challenges of achieving sustainable forest management and why alternative livelihoods might better protect the remaining tropical rainforest. For the taiga pupils will look at the challenges of creating and maintaining protected wilderness areas, national parks and sustainable forestry in the taiga. They will look at the reasons for conflicting views on protecting or exploiting forest and natural resources in the taiga.

C: Consuming Energy Resources

Pupils will be able to classify energy resources as non-renewable (finite stocks of fossil fuel coal, oil and gas), renewable (flows of solar, wind, HEP) and recyclable (nuclear, biofuels).

	<p>They will look at mining and drilling and how they can have environmental impacts (landscape scarring, oil spills, carbon emissions, removal of forests) and the landscape impacts of renewable energy (HEP flooding, land use for wind turbines and solar panels). They will compare access to energy resources across the world and how it is affected by access to technology and physical resources. They will describe the global pattern of energy use per capita and explain the causes of variations. Pupils will focus on how oil reserves and production are unevenly distributed and why oil consumption is growing. They will explore how oil supply and oil prices are affected by changing international relations and economic factors. The economic benefits and costs of developing new conventional oil and gas sources in ecologically-sensitive and isolated areas is examined. Pupils will be able to explain the environmental costs of developing new unconventional oil and gas sources these areas. Pupils will understand the role of energy efficiency and energy conservation in reducing demand, helping finite energy supplies last longer and reducing carbon emissions. The costs and benefits of alternatives to fossil fuels and future technologies are explored and how these aim to reduce carbon footprints, improve energy security and diversify the energy mix. Pupils will look at how different groups have contrasting views about energy futures (business as usual versus sustainable). They will understand how developed countries, rising affluence, environmental concerns and education are changing attitudes to unsustainable energy consumption and reducing carbon footprints.</p>
Next Steps	<p>The work covered in this topic is used to help them with their extended decision making answer (16 marks) at the end of paper 3. For those who go on FE, this unit links directly with the AQA and Edexcel A- Levels through physical geography units- Water and Carbon cycles, Ecosystems under stress (including biomes), and the Principles of population ecology and their application to human populations</p>
Personal Development	<p>Spiritual development of pupils through fascination in learning about the world around them specifically the diversity of the world's ecosystems and their distinct flora and fauna. Moral development of pupils explored through the reasons for exploitation of the world's ecosystems for natural resources</p>
Key vocabulary (AWL highlighted)	<p>A: People and the Biosphere Biome, biosphere, latitude, taiga, tundra, boreal, temperate, savannah, Altitudinal zonation, altitude, biotic, abiotic, Flora, Fauna, Biosphere, Exploitation, Indigenous people, carbon sink, carbon sequestration, photosynthesis, nutrient cycle, hydrological cycle, carbon sink, carbon sequestration, Affluence, Urbanisation, Industrialisation, affluence, Pessimistic, Optimistic, Famine, Malthus theory and Boserup theory.</p> <p>B: Forests Under Threat Drip tips, Buttress roots, Stratified layers, Lianas, Epiphytes, Biodiversity, Food webs Nutrient cycle, Trophic levels, Deforestation, Biofuels, Logging, Subsistence and commercial agriculture, Drought, Ecosystem stress, Biodiversity, Acid precipitation HEP, Fossil fuels, Indirect threats, Direct threats, Exploitation, Key words, CITES, REDD Deforestation, Ecotourism, Sustainable farming, Sustainable forestry, National Parks Exploitation, Sustainable forestry, National Parks, and Exploitation</p> <p>C: Consuming Energy Resources Fossil fuels, HEP, Finite stocks, Landscape scarring, Carbon emissions, Energy per capita, Geology, GDP, Industrialisation, Emerging economies, International relations, Recession, Diplomatic relations, Tar sands, Shale gas, Economic, Environmental, Ecologically sensitive, Energy efficiency, Energy conservation, Carbon emission, Finite energy supplies, Sustainable development, Congestion charge, Biofuels, HEP, Solar power, Hydrogen, Energy mix, Carbon footprint, Ecological footprint, Energy consumption, TNCs, Consumers and Sustainable.</p>
How and when will I be assessed?	<p>Formative – weekly GCSE style exam questions Summative – End of sub-topic mock exam and DME practice question.</p>
Resources to use	<p>Seneca Edexcel GCSE B Course - https://www.senecalearning.com/seneca-certified-resources/geography-gcse-edexcel-b/; CACHS Moodle – Geography https://vle.cardinalallen.co.uk/course/view.php?id=2101;</p>

	Understanding GCSE Geography Edexcel B p243-309 ISBN: 9780198366577
Enrichment opportunities	Contribute to joint sustainability projects with partner schools as part of the schools International School Award (see Mr Sutcliffe and Mr Harding). Visit small scale ecosystems in our local area such as those found on the Wyre Estuary . Further reading: Hungry For Disruption: How Tech Innovations Will Nourish 10 Billion By 2050 by Shen Ming Lee , The New Wild: Why invasive species will be nature's salvation Paperback by Fred Pearce and The Planet Remade: How Geoengineering Could Change the World Paperback by Oliver Morton

Year 11 - Half Term 3 – People and Environment Issues

This topic is sub-divided into 3 sub-topics

Prior Learning

A: People and the Biosphere

In Year 7 topic 4, Weather & Climate, pupils look at factors influencing climate at a range of scales, they undertake a microclimate study. In Year 8 topic 1, development, pupils explore rapid population increase and the problems this can create for our planet. In Year 8 topic 3, Cool Geography, pupils look at cold environments such as the poles and areas of tundra. In year 9 topic 2, Hot Geography, pupils look at ecosystems such as hot deserts and the tropical rainforest. Students will have covered climate graphs, atmospheric circulation and pressure belts as part of the hazardous earth topic earlier in the GCSE course. In year 10 during the development dynamics topic pupils look at sources of energy and appropriate technology in India.

What will I learn?

A: People and the Biosphere

Pupils will learn about the global distribution and characteristics of major biomes (tropical, temperate and boreal forests, tropical and temperate grasslands, deserts and tundra) are influenced by climate (temperature, precipitation, sunshine hours). They will also focus on local factors (altitude, rock and soil type, drainage) that can alter the biome distribution locally and how the biotic (flora, fauna) and abiotic (soils, rock, water, atmosphere) components of biomes interact. Pupils will gain an understanding of how the biosphere provides resources for indigenous and local people (food, medicine, building materials and fuel resources) but also how it is increasingly exploited commercially for energy, water and mineral resources. The importance of the biosphere in regulating the composition of the atmosphere; soil health; and water within the hydrological cycle will be explored. Pupils will assess the global and regional trends which are increasing our demand for food, energy and water resources. This will focus on population growth, rising affluence, urbanisation and industrialisation are placing increasing pressure on the biosphere. They will look at the theories of Malthus and Boserup on the relationships between population and resources.

B: Forests Under Threat

Pupils will study the biotic and abiotic characteristics of both tropical rainforest and the taiga and that they are interdependent. How plants in both tropical rainforest and the taiga and animals are adapted to the climate. They will study how tropical rainforests have a very high rate of nutrient cycling which, in turn, supports high levels of biodiversity and complex food webs. They will compare this with the taiga which has lower productivity, with less active nutrient cycling and much lower levels of biodiversity. As part of this pupils will be able to interpret nutrient cycle diagrams and food webs. They will explore the causes of deforestation in the rainforest to include: commercial hardwood logging, subsistence and commercial agriculture, local demand for fuel wood and how demand for biofuels, mineral resources and electricity (HEP) contribute to deforestation. They will develop their knowledge to how climate change is an indirect threat to the health of tropical rainforests through ecosystem stress and drought. They will then look at the direct threats to the taiga from logging for softwood, pulp and paper production and indirect threats resulting from the exploitation of minerals, fossil fuels and HEP potential. Pupils will study acid precipitation, forest fires, pests and diseases and forest fires as contributing factors to a loss of biodiversity in the taiga. Pupils will look at aerial photographs and GIS to identify the patterns of forest loss from both biomes. Pupils will look at the advantages and disadvantages of global actions designed to protect tropical rainforest species and areas and why deforestation rates are rising in some areas but falling in others. They will examine the challenges of achieving sustainable forest management and why alternative livelihoods might better protect the remaining tropical rainforest. For the taiga pupils will look at the challenges of creating and maintaining protected wilderness areas, national parks and sustainable forestry in the taiga. They will look at the reasons for conflicting views on protecting or exploiting forest and natural resources in the taiga.

C: Consuming Energy Resources

Pupils will be able to classify energy resources as non-renewable (finite stocks of fossil fuel coal, oil and gas), renewable (flows of solar, wind, HEP) and recyclable (nuclear, biofuels).

	<p>They will look at mining and drilling and how they can have environmental impacts (landscape scarring, oil spills, carbon emissions, removal of forests) and the landscape impacts of renewable energy (HEP flooding, land use for wind turbines and solar panels). They will compare access to energy resources across the world and how it is affected by access to technology and physical resources. They will describe the global pattern of energy use per capita and explain the causes of variations. Pupils will focus on how oil reserves and production are unevenly distributed and why oil consumption is growing. They will explore how oil supply and oil prices are affected by changing international relations and economic factors. The economic benefits and costs of developing new conventional oil and gas sources in ecologically-sensitive and isolated areas is examined. Pupils will be able to explain the environmental costs of developing new unconventional oil and gas sources these areas. Pupils will understand the role of energy efficiency and energy conservation in reducing demand, helping finite energy supplies last longer and reducing carbon emissions. The costs and benefits of alternatives to fossil fuels and future technologies are explored and how these aim to reduce carbon footprints, improve energy security and diversify the energy mix. Pupils will look at how different groups have contrasting views about energy futures (business as usual versus sustainable). They will understand how developed countries, rising affluence, environmental concerns and education are changing attitudes to unsustainable energy consumption and reducing carbon footprints.</p>
Next Steps	<p>The work covered in this topic is used to help them with their extended decision making answer (16 marks) at the end of paper 3. For those who go on FE, this unit links directly with the AQA and Edexcel A- Levels through physical geography units- Water and Carbon cycles, Ecosystems under stress (including biomes), and the Principles of population ecology and their application to human populations</p>
Personal Development	<p>Spiritual development of pupils through fascination in learning about the world around them specifically the diversity of the world's ecosystems and their distinct flora and fauna. Moral development of pupils explored through the reasons for exploitation of the world's ecosystems for natural resources</p>
Key vocabulary (AWL highlighted)	<p>A: People and the Biosphere Biome, biosphere, latitude, taiga, tundra, boreal, temperate, savannah, Altitudinal zonation, altitude, biotic, abiotic, Flora, Fauna, Biosphere, Exploitation, Indigenous people, carbon sink, carbon sequestration, photosynthesis, nutrient cycle, hydrological cycle, carbon sink, carbon sequestration, Affluence, Urbanisation, Industrialisation, affluence, Pessimistic, Optimistic, Famine, Malthus theory and Boserup theory.</p> <p>B: Forests Under Threat Drip tips, Buttress roots, Stratified layers, Lianas, Epiphytes, Biodiversity, Food webs Nutrient cycle, Trophic levels, Deforestation, Biofuels, Logging, Subsistence and commercial agriculture, Drought, Ecosystem stress, Biodiversity, Acid precipitation HEP, Fossil fuels, Indirect threats, Direct threats, Exploitation, Key words, CITES, REDD Deforestation, Ecotourism, Sustainable farming, Sustainable forestry, National Parks Exploitation, Sustainable forestry, National Parks, and Exploitation</p> <p>C: Consuming Energy Resources Fossil fuels, HEP, Finite stocks, Landscape scarring, Carbon emissions, Energy per capita, Geology, GDP, Industrialisation, Emerging economies, International relations, Recession, Diplomatic relations, Tar sands, Shale gas, Economic, Environmental, Ecologically sensitive, Energy efficiency, Energy conservation, Carbon emission, Finite energy supplies, Sustainable development, Congestion charge, Biofuels, HEP, Solar power, Hydrogen, Energy mix, Carbon footprint, Ecological footprint, Energy consumption, TNCs, Consumers and Sustainable.</p>
How and when will I be assessed?	<p>Formative – weekly GCSE style exam questions Summative – End of sub-topic mock exam and DME practice question.</p>
Resources to use	<p>Seneca Edexcel GCSE B Course - https://www.senecalearning.com/seneca-certified-resources/geography-gcse-edexcel-b/; CACHS Moodle – Geography https://vle.cardinalallen.co.uk/course/view.php?id=2101;</p>

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Enrichment opportunities	Contribute to joint sustainability projects with partner schools as part of the schools International School Award (see Mr Sutcliffe and Mr Harding). Visit small scale ecosystems in our local area such as those found on the Wyre Estuary . Further reading: Hungry For Disruption: How Tech Innovations Will Nourish 10 Billion By 2050 by Shen Ming Lee , The New Wild: Why invasive species will be nature's salvation Paperback by Fred Pearce and The Planet Remade: How Geoengineering Could Change the World Paperback by Oliver Morton