

Broomfield School Curriculum Overview Year 7 – Geography



	Curriculum Content	Suggested Reading, Homework or Extension Activities
<p>Half Term 1 (Sept-Oct)</p>	<p><u>What are the Geography Skills?</u></p> <p>Introduction to continents. Compass rose, grid references and OS maps so students can some students will have covered this is KS2 so this will build on prior knowledge too. <i>Skills: extend their locational knowledge and deepen their spatial awareness of the world's countries, using maps of the world.</i></p> <p>Human Fieldwork – Where should we put a swimming pool? <i>NC and Skills: Use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data,</i></p> <p>LINKS</p> <p>Human field work intends to: collect, analyse and communicate with a range of data gathered, we shall build on this with year 9 litter fieldwork and year 9 rivers fieldwork. Which will help prepare for fieldwork KS4 and beyond.</p>	<p>Seneca Geography: KS3 Geography Skills</p>
<p>Half Term 2 (Nov-Dec)</p>	<p><u>What is the World of Work?</u></p> <p>Human Geography Students learn about the Primary, Secondary, Tertiary and Quaternary sector. A study of industrialisation and deindustrialisation. <i>NC and Skills:: human geography relating to: economic activity in the primary, secondary, tertiary and quaternary sectors. Also interpret a range of sources of geographical information.</i></p> <p>LINKS</p> <p>Introduction to the world of work, we shall revisit the economics in year 8 Behind the Brand unit and the year 9 Uneven development unit, also it is preparation for KS4 for both the Changing Economic World and the Urban Challenges Unit</p>	<p>Seneca Geography: KS3 Geology of the UK</p>
<p>Half Term 3 (Jan-Feb)</p>	<p><u>How has erosion shaped UK landscapes?</u></p> <p>Physical Geography Introduction to rocks and erosion in rivers, coasts and glaciers. Focusing on erosion and how this affects rocks and landforms. Often students find this tricky so we are starting in year 7 and will return every year so students are familiar with it. <i>NC and Skills - they should understand how geographical processes interact to create distinctive human and physical landscapes that change over time.</i></p> <p>LINKS</p> <p>This could have been covered in KS2, we will revisit and build on this in year 8 coasts and year 9 rivers– students begin to understand the</p>	<p>Seneca Geography: KS3 Geography of the World</p>

	processes that give rise to key physical features. It will also help prepare students for KS4 Physical Landscapes	
Half Term 4 (Feb-Mar)	<p><u>What are our UK settlements?</u></p> <p>Students study the city models, greenfield and brownfield sites, and problems facing London. The causes and consequences of urban deprivation and how regeneration can help improve and transform some areas. <i>NC and Skills: human geography relating to: population and urbanisation. Also interpret a range of sources of geographical information</i></p> <p><u>LINKS</u></p> <p>This is good preparation for the UK in the 21st century unit and will help support the KS4 Urban Challenges Unit</p>	Seneca Geography: KS3 The world of Work
Half Term 5 (Apr-May)	<p><u>What is the Middle East like?</u></p> <p>Students look at the human and physical aspects of the Middle East. Focusing on climate and climate issues. Economic issues and population changes. <i>NC and Skills: to extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on the Middle East. Also communicate geographical information in a variety of ways.</i></p> <p><u>LINKS</u></p> <p>This covers both human and physical geography so it prepares students for biomes, populations and development.</p> <p>Weather Hazards</p>	Seneca Geography: KS3 Glaciers
Half Term 6 (Jun-Jul)	<p><u>What are weather and climate?</u></p> <p>Students will study the climate of the UK and then hurricane causes, consequences and protection. <i>NC and Skills: physical geography relating to: weather and climate. Also communicate geographical information in a variety of ways.</i></p> <p><u>Physical Fieldwork</u> Students will conduct a climate survey in the school grounds, looking at things that affect the micro climates in school - buildings, aspects, shelter, surfaces, physical features. <i>NC and Skills: Use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data,</i></p> <p><u>LINKS</u></p> <p>Students will have knowledge of climate from primary school this will deepen the knowledge and help prepare for KS4 Natural Hazard unit</p>	Seneca Geography KS3 Weather and Climate

Examples of Home Learning Tasks	Seneca and Google Classroom
Assessment Tasks, Methods & Frequency	Extended writing, gcse style questions, quizzes - termly
Equipment that Students Need	Pen (green and black), pencil, ruler, calculator, highlighters, glue stick

Parent / Carers can help their child by:	Help with homework and revision
Useful Websites	https://www.bbc.co.uk/bitesize/subjects/zvt3bqt
Extra-Curricular Activities & Career Opportunities	KS3 Homework Club Swimming pool location field work Microclimate fieldwork

Who Can I Contact?	Head of Geography	Catherine Anscomb
	Teachers of Year 7 Geography	Ms Nash, Ms Anscomb and Mr Gallagher



	Curriculum Content	Suggested Reading, Homework or Extension Activities
<p>Half Term 1 (Sept-Oct)</p>	<p><u>Biomes: What is the characteristic and causes?</u></p> <p>Physical Geography A study of what biomes are and what affects them. This includes looking at desert biomes and TFR. <i>NC and skills: To understand how human and physical processes interact to influence, and change landscapes, environments and the climate Map skills, graph skills and extended writing taught within the unit.</i></p> <p>Links This has links to Year 7 weather and climate and is preparing students for the KS4 Living World Unit. Students develop contextual knowledge of the location of globally significant places – they will study TRF and hot deserts.</p>	<p>Seneca Geography KS3 Analysis of Russia</p>
<p>Half Term 2 (Nov-Dec)</p>	<p><u>Why is everything made in China?</u></p> <p>Human Geography: This is a case study on the mobile phones both usage in LIC and also the supply chain, factory conditions and costs and benefits of globalisation. This is a memorial case study that helps students remember some of the key concepts of globalisation i.e. that HICs can often benefit at the expense of LIC workers. <i>NC and Skills: human geography relating to: international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources Students will use map skills, graph skills and extended writing.</i></p> <p>Links: Students are studying a case study of the Apple Phone and builds upon students learning in year 7 Globalisation. It will help students prepare for the Changing Economic World in KS4.</p>	<p>Seneca Geography KS3 Analysis of India</p>
<p>Half Term 3 (Jan-Feb)</p>	<p><u>How do Tectonic plates affect our world?</u></p> <p>Looking at plate tectonics, earthquakes, volcanoes, case studies and how we can prepare and protect from these hazards. <i>NC and Skills: physical geography relating to: geological timescales and plate tectonics; Map skills, graph skills and extended writing taught within the unit.</i></p> <p>Links: Students often have some knowledge of tectonics so this will build on their KS2 knowledge. It will also help students who will study Natural Hazards in KS4.</p>	<p>Seneca Geography KS3 Analysis of Bangladesh</p>
<p>Half Term 4 (Feb-Mar)</p>	<p><u>How is Global Population changing and why?</u></p> <p>Human Geography - This unit is an introduction to various population related skills and knowledge such as population</p>	<p>Seneca Geography KS3 Natural Resources</p>

	<p>pyramids, China's One child policy, population booms, ageing populations, migration. NC and skills: human geography relating to: population and urbanisation; students use their map skills, graph skills and extended writing skills.</p> <p>Links this will help students prepare for KS4 urban challenges.</p>	
<p>Half Term 5 (Apr-May)</p>	<p><u>How does the oceans create and destroy?</u></p> <p>Students look at the weathering erosion, transportation deposition. Erosional and depositional landforms. Also, hard and soft engineering. NC and skills: physical geography relating to: rocks, weathering and soils; coasts. Students shall practice KS4 exam style answers into processes.</p> <p>Links: This is the building on the year 7 unit on erosion and will support the year 9 unit on Rivers. This is also great preparation for the KS4 Physical Landscapes unit in KS4.</p>	<p>Seneca Geography KS3 Analysis of Middle East (Retrieval)</p>
<p>Half Term 6 (Jun-Jul)</p>	<p><u>What are the causes and consequences of Climate Change?</u></p> <p>Student study the natural and human causes of climate change. The impacts of climate change and how this can be solved. NC and skills: understand how human and physical processes interact to influence, and change landscapes, environments and the climate. Practising exam style answers into processes.</p> <p>Links: students will have knowledge of climate from year 7 unit this will deepen the knowledge and help prepare for KS4 Natural Hazard unit</p>	<p>Seneca Geography KS3 Coasts (Retrieval)</p>

Examples of Home Learning Tasks	Seneca and Google classroom
Assessment Tasks, Methods & Frequency	Extended writing, gcse style questions, quizzes - termly
Equipment that Students Need	Pen (green and black), pencil, ruler, calculator, highlighters, glue stick

Parent / Carers can help their child by:	Help with homework and revision
Useful Websites	https://www.bbc.co.uk/bitesize/subjects/zvt3bqt
Extra-Curricular Activities & Career Opportunities	KS3 Homework Club

Who Can I Contact?	Head of Geography	Catherine Anscomb
	Teachers of Year 8 Geography	Ms Nash, Ms Anscomb and Mr Gallagher



	Curriculum Content	Homework or Extension Activities
Half Term 1 (Sept-Oct)	<p><u>What are the causes and effects of uneven development?</u></p> <p>Human Geography – A student of development, looking at development indicators, demographic transition model, megacities and urbanisation and a case study on Rio. <i>NC and skills: human geography relating to: population, urbanisation and international development; students use their map skills, graph skills and extended writing skills.</i></p> <p>Links: This builds on the y7 globalisation, year 8 population and behind the brand. This will prepare students for the KS4 Urban Challenge unit and Changing Economic World</p>	Seneca Geography KS3 Development
Half Term 2 (Nov-Dec)	<p><u>Why are the oceans on the Edge?</u></p> <p>Human and Physical Geography – this unit looks at the damage done by plastics in the oceans. How long plastics take to breakdown. It also covered the food webs and what happens when environments are destroyed. <i>NC and skills: understand how human and physical processes interact to influence, and change landscapes, environments and the climate. Practising exam style answers into processes. We also complete a field work where we look at the little in the playground.</i></p> <p>Links: This builds upon the biomes unit as we are studying marine biomes. This will also help prepare students for the KS4 Living World Unit and also the field work.</p>	Seneca Geography KS3 Urbanisation
Half Term 3 (Jan-Feb)	<p><u>What is life like in the Polar biomes?</u></p> <p>Human and Physical Geography – the unit start formation of glaciers, then we use the case study of Antarctica about adaptations of animals in Antarctica. The human interactions in Antarctica and then we look at other cold environments - the challenges and opportunities for cold environments. <i>NC and skills: understand how human and physical processes interact to influence, and change landscapes, environments and the climate. Practising exam style answers into processes. We also complete a field work where we look at the little in the playground.</i></p> <p>Links: Due to the options we have chosen for KS4, Glaciers and Cold environments are not covered in KS4 so this is our chance to study them both.</p>	Seneca Geography KS3 Life of an Emerging Country
Half Term 4 (Feb-Mar)	<p><u>How do rivers create and destroy?</u></p> <p>Physical Geography Students look at the water cycle, erosion, transportation deposition. Erosional and depositional landforms. Also, hard and soft engineering. <i>NC and skills: physical geography relating to: rocks, weathering and soils; rivers. Students shall practice KS4 exam style answers into processes.</i></p>	Seneca Geography KS3 Rivers

	Links: This is the building on the year 7 unit on erosion and will support the year 8 unit on coasts. This is also great preparation for the KS4 Physical Landscapes unit in KS4.	
Half Term 5 (Apr-May)	<p><u>Why is Africa Awesome?</u></p> <p>Human Geography - Students will study the map of Africa, the natural resources available there, the causes for the poverty, the boom city of Lagos. Health challenges and challenges for children. NC and Skills understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa</p> <p>Links – this is linked to the globalisation units from y7 and y8. Also, from KS4 Changing Economic World</p>	Seneca Geography KS3 Analysis of Africa
Half Term 6 (Jun-Jul)	<p><u>What is the UK like in the 21st Century?</u></p> <p>Human Geography – this is a unit that focuses on the economy of the UK. Looking at the ageing population, migration, changing economics, conflicts, Media exports. NC and Skills human geography relating to: population and urbanisation</p> <p>Links: This will be built upon the settlement unit, the global population unit and will prepare students for the KS4 changing economic world and the Urban Challenges unit</p>	Seneca Geography KS3 Tectonics (Retrieval)

Examples of Home Learning Tasks	Seneca and Google Classroom
Assessment Tasks, Methods & Frequency	Extended writing, gcse style questions, quizzes - termly
Equipment that Students Need	Pen (green and black), pencil, ruler, calculator, highlighters, glue stick

Parent / Carers can help their child by:	Help with homework and revision
Useful Websites	https://www.bbc.co.uk/bitesize/subjects/zvt3bqt
Extra-Curricular Activities & Career Opportunities	KS3 Homework Club Plastics Field work

Who Can I Contact?	Head of Geography	Catherine Anscomb
	Teachers of Year 9 Geography	Ms Nash, Ms Anscomb and Mr Gallagher

Broomfield School Curriculum Overview Year 10 – Geography (GCSE)



Curriculum Content	Suggested Reading or Extension Activities
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<p>Half Term 1 (Sept-Oct)</p>	<p>Rivers The long profile and changing cross profile of a river and its valley.</p> <p>Fluvial processes:</p> <ul style="list-style-type: none"> erosion – hydraulic action, abrasion, attrition, solution, vertical and lateral erosion transportation – traction, saltation, suspension and solution deposition – why rivers deposit sediment. <p>Characteristics and formation of landforms resulting from erosion – interlocking spurs, waterfalls and gorges.</p> <p>Characteristics and formation of landforms resulting from erosion and deposition – meanders and ox-bow lakes.</p> <p>Characteristics and formation of landforms resulting from deposition – levées, flood plains and estuaries.</p> <p>An example of a river valley in the UK to identify its major landforms of erosion and deposition. How physical and human factors affect the flood risk – precipitation, geology, relief and land use.</p> <p>The use of hydrographs to show the relationship between precipitation and discharge.</p> <p>The costs and benefits of the following management strategies:</p> <ul style="list-style-type: none"> hard engineering – dams and reservoirs, straightening, embankments, flood relief channels soft engineering – flood warnings and preparation, flood plain zoning, planting trees and river restoration. <p>An example of a flood management scheme in the UK to show:</p> <ul style="list-style-type: none"> why the scheme was required the management strategy the social, economic and environmental issues. <p>Skills in this unit</p> <p>AO1: Demonstrate knowledge of locations, places, processes, environments and different scales</p> <p>AO2: Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes</p> <p>AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements</p> <p>AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings .</p>	<p>Extended Writing Questions on Google Classrooms</p>
<p>Half Term 2 (Nov-Dec)</p>	<p>Living World An example of a small scale UK ecosystem to illustrate the concept of interrelationships within a natural system, an understanding of producers, consumers, decomposers, food chain, food web and nutrient cycling.</p>	<p>Extended Writing Questions on Google Classrooms</p>

	<p>The balance between components. The impact on the ecosystem of changing one component.</p> <p>An overview of the distribution and characteristics of large scale natural global ecosystems. The physical characteristics of a tropical rainforest.</p> <p>The interdependence of climate, water, soils, plants, animals and people.</p> <p>How plants and animals adapt to the physical conditions.</p> <p>Issues related to biodiversity.</p> <p>Skills assessed in unit - AO1, AO2, AO3 and AO4</p>	
<p>Half Term 3 (Jan-Feb)</p>	<p>Living World Changing rates of deforestation.</p> <p>A case study of a tropical rainforest to illustrate:</p> <ul style="list-style-type: none"> ● causes of deforestation – subsistence and commercial farming, logging, road building, mineral extraction, energy development, settlement, population growth ● impacts of deforestation – economic development, soil erosion, contribution to climate change. <p>Value of tropical rainforests to people and the environment.</p> <p>Strategies used to manage the rainforest sustainably – selective logging and replanting, conservation and education, ecotourism and international agreements about the use of tropical hardwoods, debt reduction. The physical characteristics of a hot desert.</p> <p>The interdependence of climate, water, soils, plants, animals and people.</p> <p>How plants and animals adapt to the physical conditions.</p> <p>Issues related to biodiversity.</p> <p>A case study of a hot desert to illustrate:</p> <ul style="list-style-type: none"> ● development opportunities in hot desert environments: mineral extraction, energy, farming, tourism ● challenges of developing hot desert environments: extreme temperatures, water supply, inaccessibility. <p>Causes of desertification – climate change, population growth, removal of fuel wood, overgrazing, over-cultivation and soil erosion.</p> <p>Strategies used to reduce the risk of desertification – water and soil management, tree planting and use of appropriate technology.</p> <p>Changing Economic world Different ways of classifying parts of the world according to their level of economic development and quality of life.</p> <p>Different economic and social measures of development: gross national income (GNI) per head, birth and death rates, infant mortality, life expectancy, people per doctor, literacy rates, access to safe water, Human Development Index (HDI).</p> <p>Limitations of economic and social measures.</p>	<p>Extended Writing Questions on Google Classrooms</p>

	<p>Link between stages of the Demographic Transition Model and the level of development.</p> <p>Causes of uneven development: physical, economic and historical.</p> <p>Consequences of uneven development: disparities in wealth and health, international migration.</p> <p>An overview of the strategies used to reduce the development gap: investment, industrial development and tourism, aid, using intermediate technology, fairtrade, debt relief, microfinance loans.</p> <p>An example of how the growth of tourism in an LIC or NEE helps to reduce the development gap.</p> <p>Skills assessed in unit - AO1, AO2, AO3 and AO4</p>	
<p>Half Term 4 (Feb-Mar)</p>	<p>Changing Economic World</p> <p>A case study of one LIC or NEE to illustrate:</p> <ul style="list-style-type: none"> ● the location and importance of the country, regionally and globally ● the wider political, social, cultural and environmental context within which the country is placed ● the changing industrial structure. The balance between different sectors of the economy. How manufacturing industry can stimulate economic development ● the role of transnational corporations (TNCs) in relation to industrial development. Advantages and disadvantages of TNC(s) to the host country ● the changing political and trading relationships with the wider world ● international aid: types of aid, impacts of aid on the receiving country ● the environmental impacts of economic development ● the effects of economic development on quality of life for the population. <p>Skills assessed in unit - AO1, AO2, AO3 and AO4</p>	<p>Extended Writing Questions on Google Classrooms</p>
<p>Half Term 5 (Apr-May)</p>	<p>Changing Economic World</p> <p>Economic futures in the UK:</p> <ul style="list-style-type: none"> ● causes of economic change: de-industrialisation and decline of traditional industrial base, globalisation and government policies ● moving towards a post-industrial economy: development of information technology, service industries, finance, research, science and business parks ● impacts of industry on the physical environment. An example of how modern industrial development can be more environmentally sustainable ● social and economic changes in the rural landscape in one area of population growth and one area of population decline ● improvements and new developments in road and rail infrastructure, port and airport capacity ● the north–south divide. Strategies used in an attempt to resolve regional differences ● the place of the UK in the wider world. Links through trade, culture, transport, and electronic communication. Economic and political links: the European Union (EU) and Commonwealth. <p>Skills assessed in unit - AO1, AO2, AO3 and AO4</p>	<p>Extended Writing Questions on Google Classrooms</p>
<p>Half Term 6 (Jun-Jul)</p>	<p>Coasts</p> <p>Wave types and characteristics.</p> <p>Coastal processes:</p> <ul style="list-style-type: none"> ● weathering processes – mechanical, chemical 	<p>Extended Writing Questions on Google Classrooms</p>

	<ul style="list-style-type: none"> ● mass movement – sliding, slumping and rock falls ● erosion – hydraulic power, abrasion and attrition ● transportation – longshore drift ● deposition – why sediment is deposited in coastal areas. <p>How geological structure and rock type influence coastal forms.</p> <p>Characteristics and formation of landforms resulting from erosion – headlands and bays, cliffs and wave cut platforms, caves, arches and stacks.</p> <p>Characteristics and formation of landforms resulting from deposition – beaches, sand dunes, spits and bars.</p> <p>An example of a section of coastline in the UK to identify its major landforms of erosion and deposition.</p> <p>The costs and benefits of the following management strategies:</p> <ul style="list-style-type: none"> ● hard engineering – sea walls, rock armour, gabions and groynes ● soft engineering – beach nourishment and reprofiling, dune regeneration ● managed retreat – coastal realignment. <p>An example of a coastal management scheme in the UK to show:</p> <ul style="list-style-type: none"> ● the reasons for management ● the management strategy ● the resulting effects and conflicts. <p>Skills assessed in unit - AO1, AO2, AO3 and AO4</p>	
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Examples of Home Learning Tasks	Seneca and Google classroom
Assessment Tasks, Methods & Frequency	Exam questions and papers each half term
Equipment that Students Need	Pen (green and black), pencil, ruler, calculator, highlighters, glue stick

Parent / Carers can help their child by:	Revision and help with homework
Useful Websites	https://www.bbc.co.uk/bitesize/examspecs/zy3ptyc
Extra-Curricular Activities & Career Opportunities	Rivers Fieldwork trip

Who Can I Contact?	Head of Geography	Catherine Anscomb
	Teachers of Year 10 Geography	Ms Nash, Ms Anscomb and Mr Gallagher



	Curriculum Content	Suggested Reading or Extension Activities
<p>Half Term 1 (Sept-Oct)</p>	<p>Natural Hazards Plate tectonics theory.</p> <p>Global distribution of earthquakes and volcanic eruptions and their relationship to plate margins.</p> <p>Physical processes taking place at different types of plate margin (constructive, destructive and conservative) that lead to earthquakes and volcanic activity. Primary and secondary effects of a tectonic hazard.</p> <p>Immediate and long-term responses to a tectonic hazard.</p> <p>Use named examples to show how the effects and responses to a tectonic hazard vary between two areas of contrasting levels of wealth. Reasons why people continue to live in areas at risk from a tectonic hazard.</p> <p>How monitoring, prediction, protection and planning can reduce the risks from a tectonic hazard. Global distribution of tropical storms (hurricanes, cyclones, typhoons).</p> <p>An understanding of the relationship between tropical storms and general atmospheric circulation.</p> <p>Causes of tropical storms and the sequence of their formation and development.</p> <p>The structure and features of a tropical storm.</p> <p>How climate change might affect the distribution, frequency and intensity of tropical storms. Primary and secondary effects of tropical storms.</p> <p>Immediate and long-term responses to tropical storms.</p> <p>Use a named example of a tropical storm to show its effects and responses.</p> <p>How monitoring, prediction, protection and planning can reduce the effects of tropical storms. An example of a recent extreme weather event in the UK to illustrate:</p> <ul style="list-style-type: none"> ● causes ● social, economic and environmental impacts ● how management strategies can reduce risk. <p>Evidence that weather is becoming more extreme in the UK. Evidence for climate change from the beginning of the Quaternary period to the present day.</p> <p>Possible causes of climate change:</p> <ul style="list-style-type: none"> ● natural factors – orbital changes, volcanic activity and solar output 	<p>Extended Writing Questions on Google Classrooms</p>

	<ul style="list-style-type: none"> human factors – use of fossil fuels, agriculture and deforestation. <p>Overview of the effects of climate change on people and the environment. Skills assessed in unit - AO1, AO2, AO3 and AO4</p>	
Half Term 2 (Nov-Dec)	<p>Mock revision:</p> <ul style="list-style-type: none"> Living World Coasts Changing Economic World 	<p>Extended Writing Questions on Google Classrooms</p>
Half Term 3 (Jan-Feb)	<p>Urban Challenges</p> <p>A case study of a major city in an LIC or NEE to illustrate:</p> <ul style="list-style-type: none"> the location and importance of the city, regionally, nationally and internationally causes of growth: natural increase and migration how urban growth has created opportunities: <ul style="list-style-type: none"> social: access to services – health and education; access to resources – water supply, energy economic: how urban industrial areas can be a stimulus for economic development how urban growth has created challenges: <ul style="list-style-type: none"> managing urban growth – slums, squatter settlements providing clean water, sanitation systems and energy providing access to services – health and education reducing unemployment and crime managing environmental issues – waste disposal, air and water pollution, traffic congestion. <p>An example of how urban planning is improving the quality of life for the urban poor.</p> <p>Overview of the distribution of population and the major cities in the UK.</p> <p>A case study of a major city in the UK to illustrate:</p> <ul style="list-style-type: none"> the location and importance of the city in the UK and the wider world impacts of national and international migration on the growth and character of the city how urban change has created opportunities: <ul style="list-style-type: none"> social and economic: cultural mix, recreation and entertainment, employment, integrated transport systems environmental: urban greening how urban change has created challenges: <ul style="list-style-type: none"> social and economic: urban deprivation, inequalities in housing, education, health and employment environmental: dereliction, building on brownfield and greenfield sites, waste disposal the impact of urban sprawl on the rural–urban fringe, and the growth of commuter settlements. <p>An example of an urban regeneration project to show:</p> <ul style="list-style-type: none"> reasons why the area needed regeneration the main features of the project. <p>Skills assessed in unit - AO1, AO2, AO3 and AO4</p> <p>Mock Walkthrough</p>	<p>Extended Writing Questions on Google Classrooms</p>
Half Term 4 (Feb-Mar)	<p>Resource Management</p> <p>An overview of resources in relation to the UK.</p> <p>Food:</p>	<p>Extended Writing Questions on Google Classrooms</p>

	<ul style="list-style-type: none"> the growing demand for high-value food exports from low income countries and all-year demand for seasonal food and organic produce larger carbon footprints due to the increasing number of 'food miles' travelled, and moves towards local sourcing of food the trend towards agribusiness. <p>Water:</p> <ul style="list-style-type: none"> the changing demand for water water quality and pollution management matching supply and demand – areas of deficit and surplus the need for transfer to maintain supplies. <p>Energy:</p> <ul style="list-style-type: none"> the changing energy mix – reliance on fossil fuels, growing significance of renewables reduced domestic supplies of coal, gas and oil economic and environmental issues associated with exploitation of energy sources. <p>Skills assessed in unit - AO1, AO2, AO3 and AO4</p>	
Half Term 5 (Apr-May)	Pre-release and Revision	
Half Term 6 (Jun-Jul)	Exams	

Examples of Home Learning Tasks	Seneca and Google classroom
Assessment Tasks, Methods & Frequency	Exam questions and papers each half term
Equipment that Students Need	Pen (green and black), pencil, ruler, calculator, highlighters, glue stick

Parent / Carers can help their child by:	Help with homework and revision
Useful Websites	https://www.bbc.co.uk/bitesize/examspecs/zy3ptyc
Extra-Curricular Activities & Career Opportunities	

Who Can I Contact?	Head of Geography	Catherine Anscorb
	Teachers of Year 11 Geography	Ms Nash, Ms Anscorb and Mr Gallagher