















# KS3 Curriculum Content **Geography**




Year 7	September – October	November - December
	<p data-bbox="360 236 689 261"><b>The Local Environment</b></p>  <p data-bbox="360 336 533 362"><b>Knowledge:</b></p> <p data-bbox="360 403 1178 671">This is a transition topic that investigates the importance of a geographical education in today's world. Students learn about human, physical and environmental geography; they learn about their local area through maps, atlases, and photographs, and carry out a mini environmental fieldwork enquiry in school (collecting, presenting and analysing data). This unit promotes citizenship and sustainability as students are provided with opportunities to care about their school and local area.</p> <p data-bbox="360 708 450 734"><b>Skills:</b></p> <p data-bbox="360 775 1178 906">Grid references, OS map symbols, scale, direction, sketching, using a range of sources - aerial photographs and varied maps, atlas work, A mini fieldwork enquiry -collecting, presenting and analysing data from school.</p> <p data-bbox="360 948 674 973"><b>Assessment:</b> AP1 test</p>	<p data-bbox="1218 236 1451 261"><b>Fantastic Places</b></p>  <p data-bbox="1218 336 1391 362"><b>Knowledge:</b></p> <p data-bbox="1218 403 2128 636">This unit has been designed to fascinate students with awe and wonder of the world. It forms the basis of key themes (physical, human, environmental and skills) which are revisited and deepened over KS3. Students are introduced to five 'Fantastic' places from local to global scale, each one representing a continent. For example, the Impacts of Leeds Festival, sea stack formation in Tasmania, squatter settlements in Dharavi, Mount Everest, and The Middle East</p> <p data-bbox="1218 676 1308 702"><b>Skills:</b></p> <p data-bbox="1218 743 2128 839">Enquiry based learning, extended writing, use of maps, atlases, aerial photograph, annotating, sketching, latitude and longitude, critical thinking skills.</p> <p data-bbox="1218 948 1532 973"><b>Assessment:</b> AP1 test</p>
Vocabulary Links	Local, regional, national, global, physical, human, environmental, persuasion, grid references, sustainability, citizenship, distribution.	Development, economy, community, quality of life, economic, social, formal, informal, economy, employment, Impact, climate, environmental, erosion, weathering, arch, stack, stump, hydraulic action, abrasion, tourism, pressure. Physical, human, diversity.
National Curriculum	3a, 3e, 4a, 4b, 4d.	1a, 3a, 3b, 3e, 3f.

Year 7	February - March	April – May	
	<p><b>The UK: Economic Activity, Landscape Processes and National Parks</b> </p> <p><b>Knowledge:</b></p> <p>This five-part unit provides an up-to-date and relevant opportunity to investigate modern UK. Students will learn:</p> <ol style="list-style-type: none"> <li>1. Locational knowledge of UK cities and physical landscapes</li> <li>2. Employment changes from decline of manufacturing to growth of tourism.</li> <li>3. Geology and reasons why UK natural landscapes vary. Weathering and erosion of limestone and glaciation.</li> <li>4. National parks under stress; the impacts and sustainability of tourism</li> <li>5. The impacts of a third runway at Heathrow airport.</li> </ol> <p><b>Skills:</b></p> <p>Apply knowledge, understanding and skills to a real place, OS map skills: grid refs, measuring distance and direction, analysis of graphs and maps.</p> <p><b>Assessment:</b></p> <p>AP test to assess location, knowledge, understanding, application and skills.</p>	<p><b>Fairtrade Fortnight</b> </p> <p><b>Knowledge:</b></p> <p>This unit runs alongside the national event 'Fairtrade Fortnight'. Students investigate unfair and fair trade, with a focus on the importance of the Fairtrade tea in Malawi, Africa. This unit provides powerful knowledge that promotes citizenship by 'taking action'.</p> <p><b>Skills:</b></p> <p>Independent skills and teamwork.</p> <p><b>Assessment:</b></p> <p>Community Fairtrade project.</p>	<p><b>River Landscapes</b> </p> <p><b>Knowledge:</b></p> <p>This unit covers essential knowledge on river processes and landforms. Students recap on the hydrological cycle before learning about key features of a drainage basin. Students investigate how erosion, transportation and deposition creates river landforms, focusing on valleys, waterfalls and gorges in the UK. The sustainable use of UK river environments will also be examined, and students will consider the impact on water quality and how this affects wider areas such as the North Sea.</p> <p><b>Skills:</b></p> <p>Recognising relief (contour patterns) and river landforms on an OS map, scale, measuring winding distances, grid references.</p> <p><b>Assessment:</b></p> <p>AP test to assess location, knowledge, understanding, application and skills.</p>
Vocabulary Links	Primary, secondary, tertiary, quaternary, employment, erosion, weathering, impacts, economic, social, natural processes, human influences environmental,	Development, fair trade, economy, community, social, economic, quality of life, environmental.	Hydrological cycle, evaporation, transpiration, condensation, precipitation, ground water flow, watershed, tributary, confluence, interception, valley, waterfall, gorge, erosion, transportation. deposition, Water quality, effluence, fertilizers, pesticides, sustainability.
National Curriculum	2a, 2b, 2d, 3c, 3d, 3e, 4a.	1b, 3a, 3b, 3e, 3f.	2b, 2e, 3a, 3c, 3e, 3f, 4b.




Year 7	May-June	June – July	
	<p><b>Population</b></p>  <p><b>Knowledge:</b> This unit investigates how and why world population changes over time and the main indicators that affect a country's growth in HICs and LICs such as war, health and sanitation. Students are introduced to population distribution and density of Europe and the world and learn about physical and human conditions that affects whether an area is sparsely or densely populated, including Africa, Russia, Asia and The Middle East. Students learn about modern day UK; how and why the population is so diverse and the impacts of an ageing population. Students are also introduced to push and pull factors that promote migration from LICs to HICs.</p> <p><b>Skills:</b> Describe trends and patterns on graphs and choropleth maps, use of GIS maps and atlases, create graphs and maps - a pie chart, calculating natural increase, population density, percentages, converting percentages to degrees, sentence structure and extended writing.</p> <p><b>Assessment:</b> AP test to assess location, knowledge, understanding, application and skills.</p>	<p>Russia – an Independent Study</p> <p><b>Knowledge:</b> Student will be carrying out an in-depth independent project on Russia: Its physical and human features</p> <p><b>Skills:</b> Students will describe trends and patterns, use latitude and longitude, and analyse population data</p>	<p><b>Fieldwork: Woodland Ecosystem and Microclimates</b></p>  <p><b>Knowledge:</b> Student will be carrying out fieldwork within the school grounds to investigate the diversity of tree and insect species in the Sally Woods. They will also learn about microclimates and will test how location affects temperature, wind speed and precipitation.</p> <p><b>Skills:</b> Manipulate numerical data (mean, median, mode and range), compare thematic maps, Interpret and complete graphs and maps e.g. isolines, OS map skills, grid refs, measuring distance, relief, enquiry based learning - collect primary weather data in the school grounds, present, analyse, conclude and evaluate, use varied sources e.g. aerial photographs, maps, and school plans</p> <p><b>Assessment:</b> Microclimate enquiry.</p>
Vocabulary Links	Natural increase, High Income Countries (HICs), Low Income Countries (LICs), developed, developing, trend, pattern, population, birth rate, death rate, infant mortality, density, distribution, sparse, dense, Push factors, pull factors.	Thematic, cities, population, physical, patterns, density, distribution	Deciduous, anemometer, soils, species, weather, climate, rain gauge, precipitation, temperature, measure, wind speed, interpret, hypothesis, method, analysis, conclusion, evaluation.
National Curriculum	1a, 1b, 1c, 3a, 3b, 4a, 4b.	2c, 3e, 3f, 4a, 4b, 4d.	

Year 8	September – October		November - December
	<p><b>Climate Change</b></p>  <p><b>Knowledge:</b></p> <p>This short unit looks at the causes, impacts and management of climate change, and addresses common misconceptions. Students specifically study physical causes of climate change, including orbital changes and volcanic eruptions, and look at the impact of human activity on the climate such as the reliance of fossil fuels, food production and increasing rates of deforestation. They analyse evidence before assessing whether climate change is mostly human or physically induced. Students also learn how the impact of climate change varies across the world and they start to look at varying ways of managing this through adaptation and mitigation.</p> <p><b>Skills:</b> Use of globes, maps and atlases, critical thinking.</p> <p><b>Assessment:</b> AP test</p>	<p><b>Can the Earth Cope? Ecosystems, rainforests and endangered animals</b></p>  <p><b>Knowledge:</b></p> <p>This unit looks at why the earth is under threat, connecting ecosystems, population and resources. Students learn about the effective functioning of natural systems: food chains, food webs, ecosystems and biomes and address the impacts of changes within ecosystems such as the introduction of alien species. Pupils carry out an in-depth study into tropical rainforests; they learn how its location and climate creates specific characteristics, and how plants and animals adapt to its environment. The causes, effects and sustainable management of deforestation is also covered at a local, national and global level, with a specific link to the contribution to climate change.</p> <p><b>Skills:</b> Manipulate numerical data (mean, median, mode and range), compare thematic maps, Interpret and complete climate graphs and maps, latitude and longitude, extended writing, analysis of photographs and maps.</p> <p><b>Assessment:</b> AP test to assess location, knowledge, understanding, application and skills</p>	
Vocabulary Links	Greenhouse effect, carbon dioxide, carbon sinks, enhanced greenhouse effect, fossil fuels, emission deforestation, orbital changes, ozone layer, methane, mitigation, adaptation.	Ecosystem, biome, food chain, food web, characteristic, distribution, resource, population, endangered, adaptation, emergent, canopy, under canopy, shrub, forest floor, consumer, producer, decomposer, latasol soil, equator, leaching, interdependence, interconnection, sustainability, climate change, impact, carbon emissions.	
National Curriculum	2c, 3a, 3e, 3f, 4a.	2b, 3a, 3b, 3c, 3d, 3e, 3f	
Year 8	January – February		February - March

	<p><b>Is there an Energy Crisis in the UK?</b></p>  <p><b>Knowledge:</b></p> <p>This unit investigates the issues of supplying the UK's population with reliable energy. Students learn about the UK's changing energy mix - the reliance of fossil fuels and the emergence of nuclear, fracking and renewable energy. Students assess these energy types from an economic, social, environmental and political context, in addition to alternative solutions such as increased energy efficiency in reducing our overall needs. Students complete a decision-making exercise about their preferred option and whether Hinkley Point C nuclear reactor should be built. The link between energy as a human contributor of climate change is also reinforced.</p> <p><b>Skills:</b></p> <p>Critical thinking using varied sources, decision making skills, Describe trends and patterns on graphs.</p> <p><b>Assessment:</b></p> <p>Decision - making extended written piece.</p>	<p><b>UK Weather and Climate: Is UK Weather becoming more Extreme?</b></p>  <p><b>Knowledge:</b></p> <p>This unit connects modern day local issues with changing weather patterns in the UK. Students examine the difference between weather and climate, how to record and forecast the weather and how rain is created. Interactions between human and natural processes that change environments is also covered using examples such as the impact of climate change on changing UK weather patterns, and the causes, impacts and responses to an extreme weather event (flood) in the Lake District.</p> <p><b>Skills:</b> Manipulate numerical data (mean, median, mode and range), compare thematic maps, Interpret and complete graphs and maps e.g. isolines, OS map skills, grid refs, measuring distance, relief, enquiry based learning - collect primary weather data in the school grounds, present, analyse, conclude and evaluate, use varied sources e.g. aerial photographs, maps, and school plans</p> <p><b>Assessment:</b> Test</p>	<p><b>Fairtrade Fortnight</b></p>  <p><b>Knowledge:</b></p> <p>This unit runs alongside a national event, Fairtrade Fortnight, to investigate unfair trade and Fairtrade. Students investigate the importance of Fairtrade within the football industry. This unit provides powerful knowledge that promotes citizenship and taking action.</p> <p><b>Skills:</b></p> <p>Independent skills to take action for Fairtrade and present to the class.</p> <p><b>Assessment:</b> Fairtrade project.</p>
Vocabulary Links	Energy crisis, supply, demand, reserves, finite, sources, nuclear, fracking, hydroelectric, tidal, biomass, uranium, possible, probable, value, government, economic, social, reliability, short-term, long-term, impact, local.	Weather, climate, air mass, relief rainfall, cumulonimbus, rain gauge, precipitation, temperature, cloud cover, oktas, knots, measure, wind speed, Impacts	Development, fair trade, economy, community, quality of life, economic, social, environmental.
National Curriculum	1c, 2c, 3a, 3b, 3c, 3d, 3e, 3f, 4a.	2c, 3e, 3f, 4a, 4b, 4d.	1b, 3a, 3b, 3e, 3f.
<b>Year 8</b>	April – May		June-July

	<p><b>Urbanisation</b></p>  <p><b>Knowledge:</b></p> <p>This unit investigates the causes of urbanisation across the world and the emergence of megacities, with an investigation into the role of rural to urban migration in creating Rio de Janeiro as a megacity. Students are introduced to urban land use models in HICs and the importance of brownfield and green field sites in supporting urban growth planning; students carry out a decision-making exercise about the most appropriate site to build a new housing development in Huddersfield.</p> <p><b>Skills:</b> Data handling (tables, maps, diagrams, text), complete and describe trends and patterns on graphs and choropleth maps, use of GIS maps and atlases, sentence structure and extended writing, calculate mean, median, mode, percentages, range.</p> <p><b>Assessment:</b> Test with data response questions</p>	<p><b>Development</b></p>  <p><b>Knowledge:</b></p> <p>This unit investigates Inequality across the world. Students learn how development is measured using economic and social indicators such as birth rate and life expectancy and learn how and why life is different in HICs, LICs and NEEs, with a specific look into squatter settlements.</p> <p><b>Skills:</b> Data handling (tables, maps, diagrams, text), complete and describe trends and patterns on graphs and choropleth maps, use of GIS maps and atlases, sentence structure and extended writing, calculate mean, median, mode, percentages, range.</p> <p><b>Assessment:</b> Test with data response questions</p>	<p><b>Africa and Asia</b></p>  <p><b>Knowledge:</b></p> <p>This unit focuses on place knowledge. Students investigate geographical similarities, differences and links between Africa and Asia, including its location and history. Students will learn about what each continent is like - the physical features and biomes of each continent and population distribution and density. This unit promotes independence as students apply knowledge, understanding and skills acquired over KS3 to complete an in-depth study.</p> <p><b>Skills:</b> Independent skills, data handling (tables, maps, diagrams, text), complete and describe trends and patterns on graphs and choropleth maps, use of GIS maps and atlases.</p> <p><b>Assessment:</b> Test with data response questions</p>
<p>Vocabulary Links</p>	<p>Land use, values, HICs, LICs, NEE's, literacy rate, GNI, per capita, Infant mortality, development, indicators, birth rate, death rate, CBD, inner city, suburbs, rural urban fringe, greenfield, brownfield, rural, urban, migration, push, pull, megacity, population, squatter settlements, slums, health.</p>	<p>Land use, values, HICs, LICs, NEE's, literacy rate, GNI, per capita, Infant mortality, development, indicators, birth rate, death rate, CBD, inner city, suburbs, rural urban fringe, greenfield, brownfield, rural, urban, migration, push, pull, megacity, population, squatter settlements, slums, health.</p>	<p>Similarities, differences, deserts, rainforests, capital cities, latitude, longitude, connections, population, colonialism, squatter settlements, rift valley, tourism, continent, biome, climate, tropical, monsoon, weather, dense, sparse.</p>

National Curriculum	3a, 3b, 4a, 4b, 4c.	3a, 3b, 4a, 4b, 4c.	1a, 1b, 1d, 2c, 3a, 3b, 3d, 3e, 3f, 4a, 4b, 4c.
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Year 9	September – November	November – February	February-April
	<p data-bbox="360 485 786 512"><b>Coastal Landscapes in the UK</b></p>  <p data-bbox="360 620 528 647"><b>Knowledge:</b></p> <p data-bbox="360 687 875 751"><b>Key idea 1: The coast is shaped by a number of physical processes.</b></p> <p data-bbox="360 791 779 818">Wave types and characteristics.</p> <p data-bbox="360 823 613 850">Coastal processes:</p> <ul data-bbox="360 855 904 1158" style="list-style-type: none"> <li>• weathering processes – mechanical, chemical</li> <li>• mass movement – sliding, slumping and rock falls</li> <li>• erosion – hydraulic power, abrasion and attrition</li> <li>• transportation – longshore drift</li> <li>• deposition – why sediment is deposited in coastal areas.</li> </ul> <p data-bbox="360 1198 882 1294"><b>Key idea 2: Distinctive coastal landforms are the result of rock type, structure and physical processes.</b></p> <ul data-bbox="360 1334 889 1461" style="list-style-type: none"> <li>- How geological structure and rock type influence coastal forms.</li> <li>- Characteristics and formation of landforms resulting from erosion –</li> </ul>	<p data-bbox="936 485 1350 549"><b>Urban Issues and Challenges in Rio De Janeiro</b></p>  <p data-bbox="936 620 1104 647"><b>Knowledge:</b></p> <p data-bbox="936 687 1498 751"><b>Key idea 1: A growing percentage of the world's population lives in urban areas.</b></p> <p data-bbox="936 791 1491 887">The global pattern of urban change. Urban trends in different parts of the world including HICs and LICs.</p> <p data-bbox="936 927 1491 1023">Factors affecting the rate of urbanisation – migration (push–pull theory), natural increase. The emergence of megacities.</p> <p data-bbox="936 1062 1509 1158"><b>Key idea 2: Urban growth creates opportunities and challenges for cities in LICs and NEEs.</b></p> <p data-bbox="936 1198 1503 1262"><u>Rio de Janeiro</u>: a case study of a major city in an LIC or NEE to illustrate:</p> <ul data-bbox="936 1267 1469 1461" style="list-style-type: none"> <li>• the location and importance of the city, regionally, nationally and internationally</li> <li>• causes of growth: natural increase and migration</li> <li>• how urban growth has created opportunities:</li> </ul>	<p data-bbox="1538 485 1787 512"><b>Tectonic Hazards</b></p>  <p data-bbox="1538 620 1706 647"><b>Knowledge:</b></p> <p data-bbox="1538 687 2069 783"><b>Key idea 1: Earthquakes and volcanic eruptions are the result of physical processes.</b></p> <ul data-bbox="1538 823 2125 1094" style="list-style-type: none"> <li>- Plate tectonics theory.</li> <li>- Global distribution of earthquakes and volcanic eruptions and their relationship to plate margins.</li> <li>- Physical processes taking place at different types of plate margin (constructive, destructive and conservative) that lead to earthquakes and volcanic activity.</li> </ul> <p data-bbox="1538 1126 2121 1222"><b>Key idea 2: The effects of, and responses to, a tectonic hazard vary between areas of contrasting levels of wealth.</b></p> <ul data-bbox="1538 1262 2119 1398" style="list-style-type: none"> <li>- Primary and secondary effects of a tectonic hazard.</li> <li>- Immediate and long-term responses to a tectonic hazard.</li> </ul> <p data-bbox="1538 1430 2033 1461">- <a href="#">New Zealand and Nepal Earthquake</a></p>




	<p>headlands and bays, cliffs and wave cut platforms, caves, arches and stacks.</p> <ul style="list-style-type: none"> <li>- Characteristics and formation of landforms resulting from deposition – beaches, sand dunes, spits and bars.</li> <li>- Students learn about the <a href="#">Holderness Coastline</a> in the UK to identify its major landforms of erosion and deposition.</li> </ul> <p><b>Key idea 3 Different management strategies can be used to protect coastlines from the effects of physical processes.</b></p> <p>The costs and benefits of the following management strategies:</p> <ul style="list-style-type: none"> <li>• hard engineering – sea walls, rock armour, gabions and groynes</li> <li>• soft engineering – beach nourishment and reprofiling, dune regeneration</li> <li>• managed retreat – coastal realignment.</li> </ul> <p>An example of a coastal management scheme in the UK to show:</p> <ul style="list-style-type: none"> <li>• the reasons for management, the management strategy, and the resulting effects and conflicts.</li> </ul>	<ul style="list-style-type: none"> <li>• social: access to services – health and education; access to resources – water supply, energy</li> <li>• economic: how urban industrial areas can be a stimulus for economic development</li> <li>• how urban growth has created challenges:</li> <li>• managing urban growth – slums, squatter settlements</li> <li>• providing clean water, sanitation systems and energy</li> <li>• providing access to services – health and education</li> <li>• reducing unemployment and crime</li> <li>• managing environmental issues – waste disposal, air and water pollution, traffic congestion.</li> </ul> <p><a href="#">The Favela Barrio Project</a> - an example of how urban planning is improving the quality of life for the urban poor.</p>	<p>- an example to show how the effects and responses to a tectonic hazard vary between two areas of contrasting levels of wealth.</p> <p><b>Key idea 3: Management can reduce the effects of a tectonic hazard.</b></p> <ul style="list-style-type: none"> <li>- Reasons why people continue to live in areas at risk from a tectonic hazard.</li> <li>- How monitoring, prediction, protection and planning can reduce the risks from a tectonic hazard.</li> </ul>
Skills	<ul style="list-style-type: none"> <li>• use and interpret OS maps</li> <li>• use four- and six-figure grid references</li> <li>• use and understand scale, distance and direction – measure straight and curved line distances</li> <li>• use gradient, contour and spot height</li> <li>• use numerical and statistical information</li> <li>• identify landscape features and describe their characteristics from map evidence</li> <li>• identify relief features on maps and relate cross-sectional drawings to relief</li> <li>• use maps with photographs</li> <li>• sketch maps: draw, label and interpret</li> <li>• interpret ground and aerial photographs</li> <li>• draw sketches from photographs</li> </ul>	<ul style="list-style-type: none"> <li>• use latitude and longitude</li> <li>• describe distributions patterns</li> <li>• use maps based on a global scale</li> <li>• numerical and statistical information</li> <li>• infer human activity from map evidence</li> <li>• sketch maps: draw, label, and interpret</li> <li>• use ground and aerial photographs</li> <li>• describe human landscapes (land-use and settlement) from photographs</li> <li>• label and annotate diagrams, maps, graphs, sketches and photographs.</li> <li>• select and construct appropriate graphs and charts to present data</li> <li>• plot information on graphs</li> </ul>	<ul style="list-style-type: none"> <li>• use and understand latitude and longitude</li> <li>• recognise and describe distributions</li> <li>• use maps based on global scales</li> <li>• analyse the inter-relationship between physical and human factors on thematic maps.</li> <li>• use and understand scale, distance and direction</li> <li>• numerical and statistical information</li> <li>• photographs: use and interpret ground, aerial and satellite photographs</li> <li>• label and annotate diagrams, maps, graphs, sketches and photographs.</li> <li>• interpret and extract information from different types of maps, graphs and charts</li> </ul>

	<ul style="list-style-type: none"> <li>• label and annotate diagrams, maps, graphs, sketches and photographs.</li> <li>• complete a variety of graphs and maps</li> <li>• interpret and extract information from different types of maps, graphs and charts</li> <li>• use median, mean, range, mode</li> <li>• use data from secondary sources to obtain, illustrate, communicate, interpret, analyse and evaluate geographical information.</li> </ul>	<ul style="list-style-type: none"> <li>• interpret and extract information from different types of maps, graphs and charts</li> <li>• use of central tendency, spread and cumulative frequency (median, mean, range, mode)</li> <li>• calculate percentage increase or decrease and understand the use of percentiles</li> <li>• describe relationships in bivariate data: e.g. draw estimated lines of best fit</li> <li>Use data from secondary sources to obtain, illustrate, communicate, interpret, analyse and evaluate geographical information.</li> <li>• identify sequences of enquiry</li> <li>• write descriptively, analytically and critically</li> </ul>	<ul style="list-style-type: none"> <li>• understand and correctly use magnitude and frequency</li> <li>• draw informed conclusions from numerical data</li> <li>• identify questions and sequences of enquiry</li> <li>• write descriptively, analytically and critically</li> </ul>
Vocabulary Links	Constructive wave, destructive wave, sub-aerial, weathering, processes, chemical, mechanical, mass movement, sliding, slumping, rock falls, hydraulic power, abrasion, attrition, transportation, bays, longshore drift, distinctive, geological structure, erosion, headlands, cliffs, wave cut platforms, caves, arches, spits, stack, characteristics, deposition, bars, beach, sand dune, landform, erosion, deposition, physical processes, costs, benefits, hard engineering, sea walls, rock armour, gabions, groynes, effects, reprofiling, soft engineering, beach nourishment, conflict, dune regeneration, managed retreat, coastal realignment, coastal management scheme, management strategy.	Urban, global pattern, urban change, trend, factors, urbanisation, migration, push-pull theory, natural increase, emergence, megacities, LIC, NEE, regionally, nationally, internationally, growth natural increase, migration, opportunities, social, health, access, resources, economic, industrial area, stimulus, economic development, challenges, urban growth, slums, squatter settlement, favela, sanitation, energy, access, services, health, education, formal, informal, unemployment, crime, managing environmental issues, waste disposal, air, water pollution, traffic congestion, urban planning, quality of life, transnation, gross national income, trade, site and service, eutrophication, commute.	Plate tectonics theory, global distribution, volcanic eruption, relationship, plate margin, physical processes, plate margin, constructive, destructive, conservative, earthquakes, volcanic activity, wealth, primary, secondary, immediate, long-term, response, contrast, wealth, management, effects, monitoring, prediction, protection, planning, reduce, risk, tectonic hazard, subduction zone, pressure, magma, molten rock, crust, mantle, convectional currents, slab pull, ridge push, trench, focus, epicentre, seismic waves, richter-scale, magnitude, HIC, LIC, development.
National Curriculum	2b, 2e, 3e, 4a, 4b, 4c.	3a, 3b, 3c, 3e, 3f, 4a, 4b, 4c.	
Assessment	<p><b>Coastal Environment Assessment</b></p> <p><u>To assess</u></p> <ul style="list-style-type: none"> <li>• <b>AO1:</b> Demonstrate knowledge</li> <li>• <b>AO2:</b> Demonstrate geographical understanding</li> </ul>	<p><b>Urban Half Topic Assessment</b></p> <p><u>To assess:</u></p> <ul style="list-style-type: none"> <li>• <b>AO1:</b> Demonstrate knowledge</li> <li>• <b>AO2:</b> Demonstrate geographical understanding</li> </ul>	<p><b>Natural Hazards Half Topic Assessment</b></p> <p><u>To assess:</u></p> <ul style="list-style-type: none"> <li>• <b>AO1:</b> Demonstrate knowledge</li> <li>• <b>AO2:</b> Demonstrate geographical understanding</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>AO3:</b> Apply knowledge and understanding</li> <li>• <b>AO4:</b> Select, adapt and use a variety of skills and techniques</li> </ul>	<ul style="list-style-type: none"> <li>• <b>AO3:</b> Apply knowledge and understanding</li> <li>• <b>AO4:</b> Select, adapt and use a variety of skills and techniques</li> </ul>	<ul style="list-style-type: none"> <li>• <b>AO3:</b> Apply knowledge and understanding</li> <li>• <b>AO4:</b> Select, adapt and use a variety of skills and techniques</li> </ul>
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<b>Year 9</b>	May- July
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	<p><b>Urban Issues and Challenges</b></p> <p><b>Knowledge:</b></p> <p><b>Key idea 1: Urban change in cities in the UK leads to a variety of social, economic and environmental opportunities and challenges.</b></p> <p>-Overview of the distribution of population and the major cities in the UK.</p> <p><b><u>Manchester</u> – a case study of a major city in the UK to illustrate:</b></p> <ul style="list-style-type: none"> <li>• the location and importance of the city in the UK and the wider world</li> <li>• impacts of national and international migration on the growth and character of the city</li> <li>• how urban change has created opportunities: <ul style="list-style-type: none"> <li>• social and economic: cultural mix, recreation and entertainment, employment, integrated transport systems</li> <li>• environmental: urban greening</li> </ul> </li> <li>• how urban change has created challenges: <ul style="list-style-type: none"> <li>• social and economic: urban deprivation, inequalities in housing, education, health and employment</li> <li>• environmental: dereliction, building on brownfield and greenfield sites, waste disposal</li> </ul> </li> <li>• the impact of urban sprawl on the rural– urban fringe, and the growth of commuter settlements.</li> </ul> <p><b><u>Manchester CBD</u> - an example of an urban regeneration project to show:</b></p> <ul style="list-style-type: none"> <li>• reasons why the area needed regeneration • the main features of the project.</li> </ul> <p><b>Key idea 2: Urban sustainability requires management of resources and transport.</b></p> <p>Features of sustainable urban living:</p> <ul style="list-style-type: none"> <li>• water and energy conservation.</li> <li>• waste recycling.</li> <li>• creating green space.</li> </ul> <p>How urban transport strategies are used to reduce traffic congestion.</p>	
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Skills	<ul style="list-style-type: none"> <li>• use latitude and longitude</li> </ul>
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	<ul style="list-style-type: none"> <li>• describe distributions patterns</li> <li>• use maps based on a global scale</li> <li>• use OS maps at a range of scales</li> <li>• use four- and six-figure grid references</li> <li>• use scale, distance and direction</li> <li>• use contour and spot height</li> <li>• numerical and statistical information</li> <li>• infer human activity from map evidence</li> <li>• sketch maps: draw, label, and interpret</li> <li>• use ground and aerial photographs</li> <li>• describe human landscapes (land-use and settlement) from photographs</li> <li>• label and annotate diagrams, maps, graphs, sketches and photographs.</li> <li>• select and construct appropriate graphs and charts to present data</li> <li>• plot information on graphs <ul style="list-style-type: none"> <li>• interpret and extract information from different types of maps, graphs and charts</li> </ul> </li> <li>• use appropriate measures of central tendency, spread and cumulative frequency (median, mean, range, mode)</li> <li>• calculate percentages</li> <li>• describe relationships in bivariate data: e.g. draw estimated lines of best fit</li> <li>• Use data from secondary sources to obtain, illustrate, communicate, interpret, analyse and evaluate information</li> <li>• identify sequences of enquiry</li> <li>• write descriptively, analytically and critically</li> </ul>
Vocabulary Links	Sustainability, conservation, transport strategy, brownfield, greenfield, regeneration, cultural mix, recreation, employment, integrated transport systems, urban greening, urban change, challenges, urban deprivation, inequality, education, health, dereliction, waste disposal, urban sprawl, rural– urban fringe, commuter, energy, congestion, management, CBD, inner city.
National Curriculum	3a, 3b, 3c, 3e, 3f, 4a, 4b, 4c.
Assessment	<p><b>Urban Full Topic Assessment</b></p> <p><u>To assess:</u></p> <ul style="list-style-type: none"> <li>• <b>AO1:</b> Demonstrate knowledge</li> <li>• <b>AO2:</b> Demonstrate geographical understanding</li> <li>• <b>AO3:</b> Apply knowledge and understanding</li> <li>• <b>AO4:</b> Select, adapt and use a variety of skills and techniques</li> </ul>