

Subject: Geography		Year 10	Ability Mixed
Term / Date(s)	Half Term 1-2 (14-16 weeks)	Half Term 3-4 (14 weeks)	Half Term 5-6 (14-16 weeks)
<b>Topic</b>	Global Hazards (Tectonics, Weather hazards and Climate change)	The Living World	Physical Landscapes of the UK (Rivers and Coasts)
<b>Topic overview</b>	This unit will allow pupils to learn about the dynamic nature of tectonic, geomorphological, biological and meteorological and systems, and human interaction with them in a variety of places and scales.	An understanding of the world's biome location, physical characteristics and sustainable management, with a particular focus on rainforest and cold environment ecosystems.	The dynamic nature of physical processes and systems of rivers, and the human interactions with them.
<b>Pupils will learn...</b>			The need for management strategies in order to protect the coastline from natural and human change.
<b>Components</b>	Students will have a knowledge of the fact that Natural hazards pose major risks to people and property so that they can make links between the natural world and human society (Y8 HT2).	Students need to know the location of ecosystems at different geographical scales.	Pupils learn about:
- <b>Not a list of lessons</b>			<ul style="list-style-type: none"> <li>Weathering process</li> <li>Mass Movement</li> <li>Erosion</li> <li>Transportation</li> <li>Deposition</li> <li>Fluvial features</li> </ul>
- <b>Summary of spec / overall SOL themes</b>	<p><b>Tectonics</b></p> <p>Students will learn about</p> <ul style="list-style-type: none"> <li>Earthquakes and volcanic eruptions are the result of physical processes. Students study this in order to understand why different hazards occur at each boundary.</li> <li>The effects of, and responses to earthquakes in two contrasting environments (Haiti and Christchurch)</li> <li>The fact that Management can reduce the effects of a tectonic hazard</li> </ul>	<p><b>Small Scale UK Ecosystem</b></p> <p>Students study a small-scale UK ecosystem in order to understanding the interrelationships between biodiversity within a familiar temperate ecosystem at a local scale.</p>	<ul style="list-style-type: none"> <li>Weathering process</li> <li>Mass Movement</li> <li>Erosion</li> <li>Transportation – Long Shore Drift</li> <li>Deposition</li> <li>Fluvial features</li> </ul>
- <b>How and why these components are important for prior and future learning</b>	These are completed so that students can understand that the development of a country has a large part to play in the impacts and responses of tectonic hazards.	<p><b>Rainforests:</b></p> <p>Students study how tropical rainforest ecosystems have a range of distinctive physical characteristics, in order to be aware of the interdependence of varying elements of the dynamic ecosystem.</p> <p>Deforestation has both economic and environmental impacts in order to understanding and apply learning to sustainable management strategies.</p>	<p>Shape of river valleys change as they move downstream, through a variety of physical processes. Students can therefore explain how and why specific features form, in the areas they do.</p> <p>Students will study the causes and effects of a flood event (York 2015), in order to apply their understanding of physical and human interactions with river landscapes.</p>
<b>'In order to...'</b>	Students will begin to understand that Global atmospheric circulation helps to determine patterns of weather and climate so that they understand why certain weather phenomena and climates occur in certain places.	Students study human exploitation of tropical rainforests in order to understand the interrelationship and value of tropical rainforests to people and its links to enhancing climate change.	Students will finally study river management strategies used to prevent flooding around York. This is in order to understand how physical hazards can be managed by people.
<b>'As a result' 'so students can'</b>	<p>Students will have an understanding that</p> <ul style="list-style-type: none"> <li>Tropical storms develop as a result of particular physical conditions.</li> <li>Tropical storms have significant effects on people and the environment in a specific place</li> </ul> <p>In order to be able to explain the causes of tropical storms in relation to the GACM and other physical characteristics</p> <p>Students will learn that the UK is affected by a number of weather hazards. Extreme weather events in the UK have impacts on human activity. Students</p>	<p><b>Cold Environments:</b></p> <p>Students study how cold environments have a range of distinctive characteristics in order to understand how the influence the health of the biodiversity in the ecosystem.</p> <p>Students study an example of a cold environment which enables them to apply their understanding of the physical characteristics, and assess how they</p>	<p>Students will recap the various fluvial, weathering and mass movement process in order to apply them to the formation of coastal features.</p> <p>Pupils will be aware of how geological structures and rock types can influence the characteristics and formations of landforms such as Bays and Headlands.</p> <p>Pupils will be able to use an example (Holderness Coast) to evaluate the costs and benefits of management strategies, their effectiveness and the impact on society. This will include a field trip to Bridlington to explore these issues further, and conduct both the physical and human investigations (assessed in paper 3).</p>

	<p>will study Storm Desmond, in order to apply their knowledge of extreme weather to a case study in the UK.</p> <p><b>Climate Change</b></p> <p>Students will gain an understanding of how climate change is the result of natural and human factors, in order to assess the level of human impact on the enhanced greenhouse effect.</p> <p>Students will gain an understanding for the different social, economic and environmental impacts of climate change, in order to establish how our world will change if we continue with our current habits.</p> <p>Managing climate change involves both mitigation (reducing causes) and adaptation (responding to change). Students will explain and evaluate the effectiveness responses to climate change.</p>	<p>create opportunities and challenges for development.</p> <p>Students will also study the sustainable management strategies used to protect cold environments, in order to assess the level of challenge and threats facing this environment in the future (linking to climate change).</p>		
<p><b>What pupils should already know (prior learning components)</b></p>	<p>The concept of development- HIC, NEE and LIC (KS3 Unequal World HT4)</p> <p>The lines of latitude (Y7 HT1 recap of KS2 NC)</p> <p>The difference between weather and climate (Y7 HT2, Y8 HT3)</p> <p>Basic structure of the earth (H8 HT2)</p> <p>Basic awareness of climate change – possible causes, effects and/ or responses (Y9 HT2)</p>	<p>Lines of latitude (Y7 HT1)</p> <p>Weather and climate at different lines of latitude (differential heating) (HT2 Y7)</p> <p>Stages of the water cycle (HT3 Y7)</p> <p>Global Atmospheric Circulation Model and Cells (Y10 HT1)</p> <p>Food chains, food webs and nutrient cycles (cross curricular links with science)</p> <p>Plant and animal adaptations in different environments (HT3 Y8)</p> <p>Human exploitation of resources – Economic activity can cause environmental damage (All KS2 in HT5 Future World unit)</p> <p>Awareness of globalisation and trade (HT1 Y7, HT2 Y8)</p>	<p>Understanding of what the water cycle is and how water flows to create rivers, and how they eventually link to the coastlines – long profile of a river. (Y7 HT3)</p> <p>Understanding of the different fluvial processes causing changes to UK landscapes: Erosion, Transportation and Deposition. (Y7 HT3)</p> <p>Y7 HT3 students studied the physical processes of rivers and a flooding event in the UK (Cumbria Floods). They should understand causes, effects and responses to flooding events.</p> <p>How and why people continue to build and live near rivers and floodplains. (Y7 HT3)</p>	<p>Understanding of what the water cycle is and how water flows to create rivers, and how they eventually link to the coastlines – long profile of a river. (y7 HT3)</p> <p>Understanding of the different fluvial processes causing changes to UK landscapes. (Y7 HT3 and Y9 HT3)</p> <p>Understanding population distribution and why population densities are higher near coastlines. (Y9 HT4)</p> <p>How money can influence decisions around coastal management and the areas prioritised when these decisions are made. (Y9 HT3)</p>
<p><b>Transferrable knowledge (skills)</b></p>	<p><b>Content Skills:</b></p> <ul style="list-style-type: none"> <li>The links between the GACM and the formation of tropical rainforest and cold environments</li> <li>The links between mitigation and adaptation as strategies</li> <li>The links between mitigation/adaptation and coastal/river management (hard and soft engineering)</li> <li>Links between hazards and migration patterns</li> <li>Links between hazards and areas of contrasting wealth</li> <li>Climate change and the links to deforestation and resource exploitation</li> <li>Differential Heating effects the location of ecosystems, and pressure belts studied in weather hazards.</li> </ul> <p><b>Geographic, Cartographic and Fieldwork Skills:</b></p>	<p><b>Content Skills:</b></p> <ul style="list-style-type: none"> <li>Human exploitation of natural resources can cause environmental damage (CRM)</li> <li>Differential Heating effects the location of ecosystems, and pressure belts studied in weather hazards.</li> <li>Links between deforestation and the removal of nutrient cycles/ biodiversity loss.</li> <li>Links between deforestation and increasing effects of climate change</li> </ul> <p><b>Geographic, Cartographic and Fieldwork Skills:</b></p> <ul style="list-style-type: none"> <li>Interpreting distribution of geographical patterns (Choropleth). Other graphs, maps and charts include: Bar graph, pie chart, line graph,</li> </ul>	<p><b>Content Skills:</b></p> <ul style="list-style-type: none"> <li>Understanding of fluvial processes. Once students understand the fundamentals of erosion, transportation and deposition, it can be applied to topics such as coasts, glaciers and the Rainforest.</li> <li>Small scale ecosystems in the UK. River landscapes (often woodland) have particular biodiversity which can be impacted by hazards like flooding.</li> <li>Social, Economic and environmental impacts can be applied to many different natural hazards e.g. tectonic hazards, weather hazards, climate change, deforestation...</li> </ul>	<p><b>Content Skills:</b></p> <ul style="list-style-type: none"> <li>Awareness of how physical and fluvial processes can influence characteristics and formations of landscapes.</li> <li>Use of physical processes in the context of rivers and upland/ lowland areas to determine how they change with relief.</li> <li>Awareness of how extreme weather conditions, as a result of climate change, can cause more flood risk to the UK.</li> </ul> <p><b>Geographic and Cartographic:</b></p> <ul style="list-style-type: none"> <li>Interpreting distribution of geographical patterns (Choropleth). Other graphs, maps and charts include: Bar graph, pie</li> </ul>

	<ul style="list-style-type: none"> <li>Interpreting distribution of geographical patterns (Choropleth). Other graphs, maps and charts include: Bar graph, pie chart, line graph, proportional symbols, rose chart, dispersion graph, flowline map etc...</li> <li>Use of data and evidence to develop balanced arguments in geographical debates.</li> <li>Application of understanding to case studies and figures</li> </ul>	<p>proportional symbols, rose chart, dispersion graph, flowline map etc...</p> <ul style="list-style-type: none"> <li>Use of data and evidence to develop balanced arguments in geographical debates.</li> <li>Application of understanding to case studies and figures</li> </ul>	<ul style="list-style-type: none"> <li>Urban planning and why people choose to develop near rivers.</li> </ul> <p><b>Geographic, Cartographic and Fieldwork Skills:</b></p> <ul style="list-style-type: none"> <li>Interpreting distribution of geographical patterns (Choropleth). Other graphs, maps and charts include: Bar graph, pie chart, line graph, proportional symbols, rose chart, dispersion graph, flowline map etc...</li> <li>Understanding the features of a cross section.</li> <li>Use of data and evidence to develop balanced arguments in geographical debates.</li> <li>Application of understanding to case studies and figures</li> </ul>	<p>chart, line graph, proportional symbols, rose chart, dispersion graph, flowline map etc...</p> <ul style="list-style-type: none"> <li>Use of data and evidence to develop balanced arguments in geographical debates.</li> <li>Application of understanding to case studies and figures</li> </ul> <p><b>Fieldwork Skills:</b></p> <ul style="list-style-type: none"> <li>Data collection methods: Primary and secondary using geographic sampling methods.</li> <li>Data analysis: Analyse data through number of presentation methods.</li> <li>Evaluation of results and methods: The ability to question ones results and find solutions for future samples.</li> </ul>
<b>Key vocabulary pupil will know and learn</b>	Adaptation, mitigation, extreme weather, magnitude, frequency, effect, response, primary, secondary, immediate, long term	Ecosystem, biotic, abiotic, agriculture, settlement, deforestation, exploitation, sustainable management, ecotourism, conservation, international agreements, indigenous.	Cross Profile, Source, Estuary, Waterfall, Gorge, Meander, Oxbow Lake, Levee, Flood Plain, Hard Engineering, Soft Engineering, York 2015.	Erosion, Long Shore Drift, Beach, Headland, Bay, Cave, Arch, Stack, Stump, Wave-cut Platform, Hard Engineering, Soft Engineering, Holderness Coast.
<b>Assessment activities</b>	<ol style="list-style-type: none"> <li>Do Now tasks focus around recap and recall of knowledge. Students will be tested on their recall first, then provided with a purple pen opportunity afterwards.</li> <li>Low stakes multiple choice quiz completed mid-way through topics.</li> <li>End of topic open book assessment</li> <li>Weekly independent research homework tasks.</li> <li>Star assessment 1</li> </ol>	<ol style="list-style-type: none"> <li>Do Now tasks focus around recap and recall of knowledge. Students will be tested on their recall first, then provided with a purple pen opportunity afterwards.</li> <li>Low stakes multiple choice quiz completed mid-way through topics.</li> <li>Weekly independent research homework tasks.</li> <li>End of topic open book assessment</li> <li>Star Assessment 2</li> </ol>	<ol style="list-style-type: none"> <li>Do Now tasks focus around recap and recall of knowledge. Students will be tested on their recall first, then provided with a purple pen opportunity afterwards.</li> <li>Low stakes multiple choice quiz completed mid-way through topics.</li> <li>Weekly independent research homework tasks.</li> <li>End of topic open book assessment</li> <li>Star Assessment 3</li> </ol>	<ol style="list-style-type: none"> <li>Do Now tasks focus around recap and recall of knowledge. Students will be tested on their recall first, then provided with a purple pen opportunity afterwards.</li> <li>Low stakes multiple choice quiz completed mid-way through topics.</li> <li>Weekly independent research homework tasks.</li> <li>End of topic open book assessment</li> </ol>
<b>Resources available</b>	<p>Lesson Resources: I:\Curriculum Folders\Humanities\Geography\1 GCSE AQA\Paper 1 Living Physical environment</p> <p>Webpages: Internet Geography – <a href="https://www.internetgeography.net/aqa-gcse-geography/the-challenge-of-natural-hazards/">https://www.internetgeography.net/aqa-gcse-geography/the-challenge-of-natural-hazards/</a></p> <p>BBC Bitesize - <a href="https://www.bbc.co.uk/bitesize/topics/zcdrbk7">https://www.bbc.co.uk/bitesize/topics/zcdrbk7</a></p> <p>YouTube links: Case Study Haiti - <a href="https://www.youtube.com/watch?v=Rsi-8FJz0QA">https://www.youtube.com/watch?v=Rsi-8FJz0QA</a> Case Study Japan - <a href="https://www.youtube.com/watch?v=yK5cE_w4bhQ">https://www.youtube.com/watch?v=yK5cE_w4bhQ</a> Case Study Typhoon Haiyan - <a href="https://www.youtube.com/watch?v=-BnahLG_DmQ">https://www.youtube.com/watch?v=-BnahLG_DmQ</a></p>	<p>Lesson Resources: I:\Curriculum Folders\Humanities\Geography\1 GCSE AQA\Paper 1 Living Physical environment</p> <p>Webpages: Internet Geography – <a href="https://www.internetgeography.net/aqa-gcse-geography/the-living-world/">https://www.internetgeography.net/aqa-gcse-geography/the-living-world/</a></p> <p>BBC Bitesize - <a href="https://www.bbc.co.uk/bitesize/topics/z2tqwx5">https://www.bbc.co.uk/bitesize/topics/z2tqwx5</a></p> <p>YouTube links: Guardians of the Amazon - <a href="https://www.youtube.com/watch?v=BdTABgPQuNI">https://www.youtube.com/watch?v=BdTABgPQuNI</a> Iceland Vlog - <a href="https://www.youtube.com/watch?v=ciRAXPKRVVI">https://www.youtube.com/watch?v=ciRAXPKRVVI</a></p>	<p>Lesson Resources: I:\Curriculum Folders\Humanities\Geography\1 GCSE AQA\Paper 1 Living Physical environment</p> <p>Webpages: Internet Geography – <a href="https://www.internetgeography.net/aqa-gcse-geography/physical-landscapes-in-the-uk/">https://www.internetgeography.net/aqa-gcse-geography/physical-landscapes-in-the-uk/</a></p> <p>BBC Bitesize - <a href="https://www.bbc.co.uk/bitesize/guides/zwmgk7h/revision/1">https://www.bbc.co.uk/bitesize/guides/zwmgk7h/revision/1</a></p> <p>YouTube links: Coasts overview: <a href="https://www.youtube.com/watch?v=2iGE7DJkI3g">https://www.youtube.com/watch?v=2iGE7DJkI3g</a></p>	<p>Lesson Resources: I:\Curriculum Folders\Humanities\Geography\1 GCSE AQA\Paper 1 Living Physical environment</p> <p>Webpages: Internet Geography – <a href="https://www.internetgeography.net/aqa-gcse-geography/physical-landscapes-in-the-uk/">https://www.internetgeography.net/aqa-gcse-geography/physical-landscapes-in-the-uk/</a></p> <p>BBC Bitesize - <a href="https://www.bbc.co.uk/bitesize/guides/zwmgk7h/revision/1">https://www.bbc.co.uk/bitesize/guides/zwmgk7h/revision/1</a></p> <p>YouTube links: Rivers Overview: <a href="https://www.youtube.com/watch?v=CGTplOSkhfc">https://www.youtube.com/watch?v=CGTplOSkhfc</a></p>

<p>Notes</p> <p><b>Why this topic is important...</b></p>	<p>This topic is important because it allows pupils to make links between the dynamic nature of tectonic, geomorphological, biological and meteorological and systems, and human interaction with them.</p> <p>This topic allows pupils to begin to compare development factors and the recovery of a country after a hazard based on the limitations of their economy rather than just the size of the event.</p> <p>This topic is important for introducing key threads of knowledge such as the global atmospheric circulation and climate change causes and responses.</p> <p><b>Links to British Value/SMSC/ TOGETHER</b>  <b>Respect and Tolerance</b> – understanding people’s decisions to live in a tectonic setting.  <b>Democracy</b> – the importance of legally binding agreements to mitigate climate change  <b>Moral</b> – is it our duty to reduce climate change?  <b>Social</b> – understanding our personal impact on the climate  <b>Spiritual</b> – reasons why people live near specific locations which receive natural hazards e.g. sacred indigenous land.</p> <p><b>Cultural Capital/ Careers:</b>  Links to specific roles in the monitoring, prediction, planning and preparation for tropical storms and tectonic events.</p> <p>Links to specific roles in climate change activism, mitigation and adaptation strategies.</p>	<p>This topic is important as the destruction of tropical rainforests is enhancing the greenhouse effect and increasing the risk of climate change. It is said that tropical rainforests will be deforested to the point of complete destruction during the 2030’s and 40’s, a time scale very much in the domain of the student’s future.</p> <p>Biodiversity in tropical rainforests has made way for medicines to be developed, which are improving the provision of health care for people around the world.</p> <p>This topic is important because it is concerned with the dynamic nature of physical processes and systems, and how humans interact with it. It aims to develop an understanding of features in a specific environment, and the need for management strategies linked to sustainability.</p> <p><b>Links to British Value/ SMSC/ TOGETHER:</b>  <b>Rule of Law</b> – International agreements and links to COP conferences  <b>Respect and Tolerance</b> – Other ways of living and value of the living world.  <b>Moral</b> – Should humanity do more to protect the rainforest and cold environments?  <b>Social</b> – Understanding how communities and societies function.  <b>Spiritual</b> – Exploring the values and views of others, in particular the indigenous communities that live in these environments. These communities view the rainforest landscape as sacred.</p> <p><b>Cultural Capital/ Careers:</b>  Links to specific roles in the research and protection of the living world e.g. conservation and charitable organisations.</p>	<p>UK is surrounded by Oceans. Climate change is causing sea levels to rise meaning we will need more protective strategies implemented along coastlines e.g. taller sea walls.</p> <p>Coastlines need to be managed to prevent natural processes, such as erosion and flooding, destroying vulnerable areas of the coast. Often the coastline is used by people for homes, agriculture, industry, tourism or other businesses, so is a significant part of the UK and local economies.</p> <p>The British sea side is a huge part of our cultural identity. Connecting to this identity will hopefully inspire students and make them feel proud of the country they live in.</p> <p><b>Links to British Values/ SMSC/ TOGETHER:</b>  <b>Rule of Law</b> – Governments need to invest in better protection against rising sea levels. Whether this be mitigation of climate change strategies or adapting our infrastructure e.g. taller sea walls.  <b>Social</b> – understanding how humans interact with our natural landscapes and the importance of protecting them for future generations.</p> <p><b>Cultural Capital/ Careers:</b>  Connecting students to the idea of the British sea side and the opportunities presented with tourism and growth of sea side towns.</p> <p>Conversations around careers and job creation around UK coasts e.g. engineering the management strategies to selling ice-cream. In addition, discussions about STEM roles in researching and protecting coastlines. Data collection and presentation skills learned when conducting coastal fieldwork, can aid in many career roles.</p>	<p>River flooding is becoming more common due to weather changes associated with climate change. More extreme weather is impacting the UK e.g. stronger storms. This is causing more people in the UK to suffer from flood damages. Students live relatively close to the River Calder and may experience flooding within their lifetime.</p> <p>Rivers have been essential to human development for thousands of years as a mode of transport, trade, food source and water source. Students will become more aware of the history behind settlement development and importance of rivers in communities e.g. those living along the River Nile.</p> <p><b>Links to British Values/ SMSC/ TOGETHER:</b>  <b>Rule of Law</b> – Governments need to invest in better protection against extreme weather events which lead to flooding. Whether this be mitigation of climate change strategies or adapting our infrastructure e.g. construction of dams and reservoirs.  <b>Social</b> – understanding how humans interact with our natural landscapes and the importance of protecting them for future generations.</p> <p><b>Cultural Capital/ Careers:</b>  Students will gain an appreciation for the historical importance of rivers and reasons why settlers chose these landscapes to thrive.</p> <p>Data collection and presentation skills learned when studying the structure of rivers and flooding events will aid students in any future research roles.</p>
---	--	---	--	--