



Topic Name	Term	Skills Developed	Next link in curriculum	Other Notes
<b><u>River landscapes in the UK.</u></b> Distinctive fluvial landforms result from different physical processes. e.g. deposition	AUTUMN	<ul style="list-style-type: none"> <li>• Use of 2D diagrams and 3D models</li> <li>• Use of photographic interpretation</li> <li>• Use of OS maps and aerial photograph interpretation</li> <li>• Preparation for Fieldwork</li> </ul>	<ul style="list-style-type: none"> <li>• Water cycle at A2</li> </ul>	The timing of fieldwork may mean this aspect is taught later.
<b><u>GCSE Fieldwork</u></b> 'Coast to Coast' 3-day residential fieldwork in Lake District; Pennines and along the east coast. Measuring physical geography aspects.		<ul style="list-style-type: none"> <li>• Testing a hypothesis – looking at change in a river with distance</li> <li>• Collecting primary data &amp; Undertaking simple calculations</li> <li>• Note taking and field sketches.</li> <li>• Mapping using base map</li> <li>• Use of GIS and Google maps</li> </ul>	<ul style="list-style-type: none"> <li>• Preparation for the GCSE paper 3.</li> <li>• Ongoing use of field data collection skills. All of which are suitable for use in the individual study- at A level.</li> </ul>	This builds on earlier 'Coastal Unit' in Year 9. GIS uses skills learnt in the Holderness coast package in Year 9 and then applies them to a river flooding scenario in Cockermouth, Lake District.
<b><u>GCSE Fieldwork</u></b> Writing up of fieldwork activities based around a series of past Paper 3 styles questions		<ul style="list-style-type: none"> <li>• Undertaking a risk assessment and selecting the most appropriate sampling techniques.</li> <li>• Data presentation skills – scatter graphs, complex techniques on base maps utilising Yr.8 skills</li> <li>• Statistical techniques (More able) using Spearman's Rank Correlation Coefficient. Logarithmic graphs.</li> <li>• Setting out a full enquiry including method of data: sampling; collection; presentation; analysis; evaluation and conclusion.</li> </ul>	<ul style="list-style-type: none"> <li>• Question analysis for Paper 3.</li> <li>• These techniques build on the simpler introduction made in Year 7 (Damaged Environment and school environment) tasks and Year 8 (Limestone landscapes) task.</li> <li>• These are important skills to take forward for use in the half day Human GCSE fieldwork in West Kirby later in year and into A level.</li> </ul>	The write up is usually completed on an organised double-sided piece of A3 paper. This is then stuck onto A2 sugar paper to form a single piece of revision. The A3 sheet shows a useful revision style summary technique.
<b><u>River landscapes in the UK.</u></b> Different management strategies can be used to protect flooding effects		<ul style="list-style-type: none"> <li>• Government Flood management plan re flood protection decisions Group task – split task to come to a collective group decision.</li> </ul>	<ul style="list-style-type: none"> <li>• Builds on field location and data collected.</li> </ul>	Opportunity to introduce the role of planners in the environment.
<b><u>The Changing Economic World</u></b> There are global variations in economic development and quality of life.	POST HALF TERM into SPRING TERM	<ul style="list-style-type: none"> <li>• use of topological maps,</li> <li>• Use of the active maps and displays in <i>Gapminder</i>. Global Health Atlas</li> <li>• Living graphs in considering Demographic Transition model.</li> <li>• Hard issues – population control</li> </ul>	<ul style="list-style-type: none"> <li>• Consider bias in sources builds on work in Years 7 and 8. The testing of models like the Demographic Transition model builds on fieldwork hypothesis testing of models</li> </ul>	This material also links in with Year 11 desertification in the West African Sahel section.



<p><b>The Changing Economic World</b> Various strategies exist for reducing the global development gap.</p>	<p>SPRING TERM</p>	<ul style="list-style-type: none"> <li>• Develops idea that there are many solutions. Introduces new countries such as Bhutan.</li> <li>• Hexagonal card sort and development.</li> <li>• Puppets to show wealth inequalities</li> <li>• Play the trade game.</li> </ul>	<ul style="list-style-type: none"> <li>• Links in with issues in Yr. 11 caused by extreme climates (living world Rain forest and deserts)</li> <li>• Impact of climate change exacerbates situations (links With Yr.11 weather hazards.</li> </ul>	<p>Again, the link is ongoing in terms of answer exam question skills but also in building up a wide body of knowledge for students to take onto a level but also use in other subject areas.</p>
<p><b>The Changing Economic World</b> Some NEEs (e.g. Nigeria) experience rapid economic development with social, environmental and cultural change.</p>		<ul style="list-style-type: none"> <li>• News programmes CNN / Aljazeera</li> <li>• Enquiry learning.</li> <li>• Class debate – growing differences in wealth within a country. What is the solution?</li> <li>• Flip learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Links with Year 12 Globalisation and Year 13 ‘Superpowers’ Also significant links to A level Economics and A level Gov Politics and A level History.</li> </ul>	<p>Building on the urban study of Lagos and London this section compares Nigeria with the UK.</p>
<p><b>The Changing Economic World</b> Major changes in the economy of the UK have affected and will continue to affect employment patterns and regional growth.</p>		<ul style="list-style-type: none"> <li>• Use of various DVDs / weblinks / newspaper <b>sources</b> to consider the economic futures in the UK.</li> <li>• Consideration of bias in sources.</li> <li>• Class debate – Will the current government solve the North – South divide?</li> </ul>	<ul style="list-style-type: none"> <li>• London field trip will develop this material further especially looking at how London’s transport links (integrated) compare to those in the North. Link to GCSE Business studies and Economics.</li> </ul>	
<p><b>Fieldwork – Human Geography.</b> Urbanisation task in West Kirby</p>		<ul style="list-style-type: none"> <li>• Land use / environmental survey</li> <li>• Asking questionnaires</li> <li>• Group learning without a teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Builds on Yr.9 urban unit. significant skills suited to individual investigation at A2</li> </ul>	<p>A compulsory whole morning activity in West Kirby collecting housing data</p>
<p><b>The Living World</b> Ecosystems exist at a range of scales and involve the interaction between biotic and abiotic components.</p>	<p>SUMMER TERM</p>	<ul style="list-style-type: none"> <li>• Outdoor fieldwork earlier in year to compare with Ashton Park in West Kirby.</li> <li>• Individual research - woodland</li> <li>• Card /work station exercise into different global biomes.</li> </ul>	<ul style="list-style-type: none"> <li>• Fieldwork skills developed.</li> <li>• Clear link to Yr. 11 climate change issues in ‘Weather Hazards’ topic. Also, previous economic development work.</li> </ul>	<p>Opportunity here for individual local fieldwork – taking photos, researching issues.</p>
<p><b>The living World</b> Tropical rainforest ecosystems have distinctive characteristics.</p>		<ul style="list-style-type: none"> <li>• Atlas / Map world</li> <li>• Use of iPupil SharePoint resources</li> </ul>	<ul style="list-style-type: none"> <li>• Unit builds on material studied in year 7 on Brazil</li> </ul>	<p>The tropical rainforest case study is Borneo – Malaysia and Indonesia.</p>
<p>Deforestation has economic and environmental impacts.</p>		<ul style="list-style-type: none"> <li>• Note taking skills utilising <i>GeoActive</i> self-study documents in iPupil SharePoint.</li> </ul>	<ul style="list-style-type: none"> <li>• Link with climate change units in Yr.11 and A2</li> </ul>	<p>This unit really encourages students to make full use of the online Geography library</p>
<p>Tropical rainforests need to be managed to be sustainable.</p>		<ul style="list-style-type: none"> <li>• Developing a revision strategy using various summative techniques.</li> </ul>	<ul style="list-style-type: none"> <li>• Link with climate change units in Yr.11 and A2 carbon cycle.</li> </ul>	