



Topic name	Term	Skills developed	Prior learning	Next link in curriculum
10.1 River landscapes in the UK. Measuring River discharge – hydrographs. Causes of flooding. Different management strategies can be used to protect from flooding effects	AUTUMN	<ul style="list-style-type: none"> Interpreting storm hydrographs Government Flood management plan re flood protection decisions Group task –to come to a collective group decision. Awareness of flood abatement and management strategies 	Y9 Rivers unit.	Y101 climatic hazards – flooding Fieldwork Y10 residential Y13 Water cycle. Y13 Individual study (NEA) EOY Assessment and GCSE.
10.2 Challenge of Natural Hazards. Natural hazards pose risks, and need governance		<ul style="list-style-type: none"> Line graphs and bar graph interpretation including correlation and outliers. 	Y7.3 Tectonics	Y13 Flooding in Water Cycle EOY Assessment and GCSE.
10.2 Tectonic Hazards. Earthquakes and volcanic eruptions are the result of physical processes. The effects of and responses to earthquakes depends on wealth. Management can reduce these effects.		<ul style="list-style-type: none"> Use of 3D models to show plate boundaries. Map work using large jigsaw, paired working. Comparison between events in a NEE and in a LIC economy. 	7.3 Tectonics (was Y8 in 2021)	Y12 Tectonics unit EOY Assessment and GCSE.
10.2 Weather hazards. Global atmospheric circulation determines weather and climate.		<ul style="list-style-type: none"> Systems approach. Active modelling using: Corridor display Balloons – outside 	Y8.3 & Y8.5 weather & climate in future but new topic	Helps student’s science understanding. Y13 Water Cycle unit. EOY Assessment and GCSE.
10.2 Tropical storms develop because of physical conditions. Impact both people and environment		<ul style="list-style-type: none"> Plot a storm track using latitude / longitude 	Y8.3 & Y8.5 weather & climate in future but new topic	Y13 climate aspects of Weather & climate EOY Assessment and GCSE.
10.2 Weather hazards in the UK. These impact on human activity.		<ul style="list-style-type: none"> Use of synoptic weather charts Fieldwork material from Cocker mouth and newspaper sources. 	Y8.3 & Y8.5 weather & climate in future but new topic.	Y12 Fieldwork NEA flooding Y13 Water cycle flooding EOY Assessment and GCSE.
10.2 Climate change - both natural and human with a range of effects. Managing climate change with both mitigation and adaptation		<ul style="list-style-type: none"> Use of visual aids – sediment (lakebed) core samples; tree rings. Class discussion on approaches to tackling climate change. - understanding bias 	Y8 African Savanna. Will be Y9.5 Climate change from 2023.	Y12 Glacial retreat Y13 Water and carbon cycle EOY Assessment and GCSE.
10.3 Urban issues and Challenges. Urban change in cities in the UK leads to a variety of social, economic and environmental opportunities and challenges. Case study of London (possible optional fieldwork).		SPRING	<ul style="list-style-type: none"> Writing extended 12-mark answers and developing exam technique. Use of DVD material Reading, gathering, summarising from Geo-Active self-study sheets. 	Y7 Belfast Laganside census material – how to decide if an area is deprived. Example of regeneration
10.3 Urban issues and Challenges. Urban sustainability requires management of resources and transport.	<ul style="list-style-type: none"> Hexagon Card Sort (Metacognition task) Use of DVD material 		Y7 renewable energy (from 2023)	Year 11 Bhutan tourism in the economic unit. EOY Assessment and GCSE.



<p>10.4 Rivers & Coasts – Recap from Y9 work and revision : Question analysis</p>		<ul style="list-style-type: none"> • Writing extended answers. Establishing a sequence of processes 	<p>Y9 Rivers unit & coasts unit.</p>	<p>EOY Assessment and GCSE.</p>
<p>GCSE Fieldwork 3-day residential fieldwork in Lake District; Pennines and along the east coast. Measuring physical geography aspects on the upper river Tees and at Holderness. Plus human literary tourism fieldwork at Grasmere. THIS IS UNDERTAKEN AT A SUITABLE TIME DURING THE TERM</p>	<p>LATE SPRING</p>	<ul style="list-style-type: none"> • Testing a hypothesis – looking at change in a river with distance • Collecting primary data & undertaking simple calculations • Note taking and field sketches. • Mapping using base map • Use of GIS and Google maps 	<p>Earlier Y9 GIS skills Y7 School environment field work enquiry and local independent fieldwork enquiry .</p>	<p>Preparation for the GCSE paper 3. Ongoing use of field data collection skills. All of which are suitable for use in the individual study NEA at A2</p>
<p>GCSE Fieldwork Writing up of fieldwork activities based around a series of past Paper 3 styles questions. THIS IS UNDERTAKEN AT A SUITABLE TIME DURING THE TERM</p>		<ul style="list-style-type: none"> • Undertaking a risk assessment and selecting the most appropriate sampling techniques. • Data presentation skills – scatter graphs, complex techniques on base maps utilising Y7 enquiry skills • Statistical techniques (More able) using Spearman’s Rank Correlation Coefficient. • Setting out a full enquiry. 	<p>Y7 School environment field work enquiry and local independent fieldwork enquiry Y8 field work in Hilbre and also in Yorkshire Dales if attended.</p>	<p>Question analysis for Paper 3. 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.</p>
<p>10.5 The Changing Economic World There are global variations in economic development and quality of life. Economic development & quality of life</p>		<ul style="list-style-type: none"> • Use of topological maps, • Use of the active maps and displays in <i>Gapminder</i>. Global Health Atlas • Living graphs in considering Demographic Transition model. • Hard issues – population control 	<p>Consider bias in sources builds on work in Years 7 and 8. The testing of models like the Demographic Transition model builds on fieldwork</p>	<p>This material also links in with Y11 desertification – W.Africa Y11 economic change in UK Y12 Globalisation Y13 Superpowers EOY Assessment and GCSE.</p>
<p>10.5 The Changing Economic World Various strategies exist for reducing the global development gap.</p>	<p>SUMMER</p>	<ul style="list-style-type: none"> • Develops idea that there are many solutions. Introduces new countries such as Bhutan. • Hexagonal card sort • Puppets to show wealth inequalities • Play the trade game. 	<p>Clear link with Y8 Kenyan tourism – virtual fieldtrip. Also, Y8 development in Kenya work</p>	<p>Y12 Globalisation Y13 Superpowers Y13 health & human rights EOY Assessment and GCSE.</p>
<p>10.5 The Changing Economic World – Nigeria Some NEEs like Nigeria experience rapid economic development with social, environmental and cultural change.</p>		<ul style="list-style-type: none"> • News programmes CNN / Aljazeera • Enquiry learning. • Class debate – growing differences in wealth within a country - solution? • Flip learning. 	<p>Y8 China Shanghai Y9 Urbanisation – Lagos, Nigeria compared to London.</p>	<p>Y11 Economic development – UK & London case study. EOY Assessment and GCSE.</p>
<p>AIB Issue evaluation and fieldwork skills paper.</p>		<ul style="list-style-type: none"> • Synoptic thinking 	<p>Y7 damaged environment Y10 Fieldwork</p>	<p>A1 and A2 synoptic thinking EOY Assessment and GCSE.</p>