



Topic name	Term	Skills developed	Prior learning	Next link in curriculum
<u>10.5 The Changing Economic World</u> Various strategies exist for reducing the global development gap.	AUTUMN	<ul style="list-style-type: none"> Introduces new countries – Bhutan. Hexagonal card sort 	Y8 Kenyan tourism – Y8 development	Mock and GCSE.
<u>11.1 The Changing Economic World</u> Some NEEs like Nigeria experience rapid economic development with social, environmental, and cultural change.		<ul style="list-style-type: none"> News programmes CNN / Aljazeera Enquiry learning. Class debate – growing differences in wealth within a country. Solution? 	Y8 China Shanghai Y9 Urbanisation - Lagos compared with London compares Nigeria with the UK.	Y12 globalisation Y13 Superpowers Mock and GCSE
<u>11.2 The Changing Economic World</u> Major changes in the economy of the UK have affected and will continue to affect employment patterns and regional growth.		<ul style="list-style-type: none"> Use of various DVDs / weblinks / newspaper sources to consider the economic futures in the UK. Consideration of bias in sources. Class debate 	Builds on 10.9 economic change in Lagos.	Y12 globalisation Y13 Superpowers Mock and GCSE
<u>11.3 The Living World - Ecosystems</u> exist at a range of scales and involve the interaction between biotic and abiotic components.	SPRING 1.	<ul style="list-style-type: none"> Possible fieldwork earlier in year to compare with Ashton Park in West Kirby. Individual research - woodland Card /workstation exercise - biomes. 	Y10 Fieldwork skills developed. Y10 climate change issues in 'Weather Hazards topic. Also, previous economic work.	Y13 water cycle unit Y13 Carbon cycle unit Mock and GCSE
<u>11.4 The Living World - Tropical rainforest ecosystems</u> have distinctive characteristics. Impacts of deforestation		<ul style="list-style-type: none"> Atlas / Map world Use of iPupil SharePoint resources Note taking skills utilising <i>GeoActive</i> self-study documents in iPupil SharePoint. Developing a revision strategy using various summative techniques. 	Y7 on biomes Y8 African biomes .	Y13 water cycle unit Y13 Carbon cycle unit Mock and GCSE
<u>11.5 The Living World - Hot Deserts</u> have distinctive characteristics bringing opportunities and challenges. Fringe areas are at risk of desertification.		<ul style="list-style-type: none"> Reverse engineer/deduction based on presented objects and clues. Self-study skills utilising <i>GeoActive</i> / textbook - case study of Western Desert. Choropleth shading – West Africa climate 	Y8 weather & climate Y8 African biomes.	Y13 water cycle unit Y13 Carbon cycle unit Mock and GCSE
<u>11.6 The challenge of resource management – Globally</u> Food, water, and energy are fundamental to human development	SPRING 2.	<ul style="list-style-type: none"> Game based activity in groups. Past question analysis using data presentation interpretation skills. 	Possible link with Economics	Y12 globalisation Y13 Water cycle unit Mock and GCSE



<p>11.7 The challenge of resource management – UK. The changing demand and provision of resources creates opportunities and challenges.</p>		<ul style="list-style-type: none"> • Use of iPupil SharePoint geography library materials. 	<p>From 2023 Y7.5</p>	<p>Y12 globalisation unit Y13 Carbon cycle unit Mock and GCSE</p>
<p>11.7 The challenge of resource management – water. Global demand for water resources is rising but supply can be insecure, which may lead to conflict. Different strategies can be used to increase water supply.</p>		<ul style="list-style-type: none"> • GIS mapping re Aral Sea case study. • Cost – benefit analysis 	<p>From 2023 Y7.5 Y8 China Three Gorges and China's Water transfer schemes</p>	<p>Y12 globalisation Y13 Water cycle unit Mock and GCSE</p>
<p>11.8 Issue evaluation 12 weeks before the examination) to demonstrate geographical skills and applied knowledge and understanding by looking at a particular issue(s) derived from the specification using secondary sources in a synoptic way. Paper 3.</p>	<p>12 weeks before examination.</p>	<ul style="list-style-type: none"> • Critical thinking and problem-solving & Synopticity. • Ability to analyse a geographical issue at a range of scales, interpreting information from a variety of sources including maps, diagrams, graphs, statistics, photographs, satellite images, sketches, extracts, views. 	<p>Builds on Y7 damaged environment and management issues like Holderness in Y10 coasts. Previous examination experience in tackling this Issue evaluation – Urbanisation in Y9</p>	<p>A2 NEA</p>