Thomas More Catholic Academy
FAITH | EXCELLENCE | RESPECT

Geography Curriculum Sequence – Key Stage 4 (Year 10/11)

	KS3 National Curriculum prior learning	**By the end of the term, students can:**	**Urban Issues and Challenges: Lagos** Year 10 Term 1a	**Urban Issues and Challenges: London** Year 10 Term 1b	**The Challenge of Natural Hazards** Year 10 Term 2a	**The Challenge of Natural Hazards** Year 10 Term 2a	**Living World: Tropical Rainforests** Year 10 Term 3a	**Living World: Cold Environments** Year 10 Term 3b
What we want our students to know and remember	The focus in KS4 continues with the process of building upon and deepening geographical knowledge and the understanding of key concepts and themes In the specification content, students are required to study case studies and examples. Case studies are broader in context and require greater breadth and depth of knowledge and understanding. Examples are more focused on a specific event or situation, are smaller in scale and do not cover the same degree of content. KS3 topics help to build on the knowledge needed for this. Key stage 3 stage also provides a foundation and terminology base for the dynamic nature of physical processes and systems. Help develop an understanding of the tectonic, geomorphological, biological and meteorological processes and features in different environments, and the need for management strategies governed by sustainability and consideration of the	Define the key tier 3 **vocabulary**:	Urbanisation, migration natural increase, urban growth, rural–urban migration, natural increase push/pull factors, megacities, global city, migration, land use zones squatter settlement, challenges inequalities, energy, health care education, water supply, formal economy, service industries, informal economy, air pollution, traffic congestion, water pollution, waste pollution, squatter settlement, slum, services, unemployment, low-cost housing, sanitation, quality of life	population distribution, population density, migration, sparse, dense, core city, multicultural, social and cultural opportunities, tertiary sector, quaternary sector, high-tech industry, aerospace industry, integrated transport system, brownfield site, urban greening, gentrification, urban sprawl, urban growth, waste recycling, landfill, atmospheric pollution, emissions, social inequalities and deprivation, green belt rural-urban fringe, greenfield site, dereliction, urban regeneration, Enterprise Zone, high-tech company, urban sustainability social/economic/environm ental planning, sustainable water supply, green roofs, sustainable energy supply, renewable energy sources, solar energy, green space, traffic congestion, integrated traffic system (ITS)	Atmosphere, atmospheric circulation, pressure belts, trade winds, tropics, Equator, latitude, tropical storm, hurricane, cyclone, typhoon, Coriolis effect, Saffir-Simpson Scale, distribution, frequency intensity, primary effects secondary effects, response, reconstruction, storm surge, typhoon, aid, evacuation, monitoring, prediction, protection planning, extreme weather drought, depressions, dredging, OS map, grid reference, Quaternary period, global warming, climate change, glaciers, Milankovitch cycles, eccentricity, axial tilt precession, greenhouse effect	Atmosphere, atmospheric circulation, pressure belts, trade winds, tropics, Equator, latitude, tropical storm, hurricane, cyclone, typhoon, Coriolis effect, Saffir-Simpson Scale, distribution, frequency intensity, primary effects secondary effects, response, reconstruction, storm surge, typhoon, aid, evacuation, monitoring, prediction, protection planning, extreme weather drought, depressions, dredging, OS map, grid reference, Quaternary period, global warming, climate change, glaciers, Milankovitch cycles, eccentricity, axial tilt precession, greenhouse effect	Ecosystem, biome, biotic, abiotic, producer, consumer, decomposer, food chain, food web, nutrient cycle ,tropical rainforest, Equator, climate, soil, nutrient cycle, leaching, infertile, biodiversity, canopy, deforestation, palm, selective logging, mineral extraction, subsistence farming, transmigration, slash and burn, soil erosion, deforestation rate, protection, resources, indigenous people, sustainability, conservation, eco-tourism, international agreements, selective logging, debt reduction, carbon sink, arid, continental, evaporation, nocturnal, adaptation, economic development, minerals, tourism irrigation commercial, farming, tobas, johads, aquifers, overgrazing, over-cultivation, salinisation	Ecosystem, biome, biotic, abiotic, producer, consumer, decomposer, food chain, food web, nutrient cycle ,tropical rainforest, Equator, climate, soil, nutrient cycle, leaching, infertile, biodiversity, canopy, deforestation, palm, selective logging, mineral extraction, subsistence farming, transmigration, slash and burn, soil erosion, deforestation rate, protection, resources, indigenous people, sustainability, conservation, eco-tourism, international agreements, selective logging, debt reduction, carbon sink, arid, continental, evaporation, nocturnal, adaptation, economic development, minerals, tourism
			Changing Economic World: Nigeria Year 11 Term 1a	**Changing Economic World: UK Economic Change** Year 11 Term 1b	**Physical landscapes of the UK: Rivers of the UK** Year 11 Term 2a	**Physical Landscapes of the UK: Coastal Landscapes of the UK** Year 11 Term 2b	**Resource Management** Year 11 Term 3a	

	direct and indirect effects of human interaction with the Earth and the atmosphere. Each key stage 3 topic incorporates numerical and map skills. These are required to develop and demonstrate a range of geographical skills, including cartographic, graphical, numerical and statistical skills, throughout their study at Key stage 4. Skills will be assessed in all three written exams. Ordnance Survey (OS) maps or other map extracts may be used in any of the three exams.		Newly-Emerging Economy (NEE), United Nations (UN) Gross Domestic Product (GDP), diverse economy, independence, political stability, social diversity ethnic groups, Commonwealth United Nations, African Union, ECOWAS, CEN-SAD, OPEC, crude oil, transnational corporation (TNC), Shell, Unilever, emergency aid developmental aid, international aid, corruption, economic growth, industrial growth, urban growth, commercial farming, deforestation, primary, secondary, tertiary, quaternary, de-industrialisation globalisation, post-industrial economy, extraction industries, desulphurisation, sustainable, rural, outward migration, infrastructure, electrification, Enterprise Zones, imports, exports, Commonwealth,	Gross National Income (GNI) Human Development Index (HDI), Newly-Emerging Economy (NEE), topological map, birth rate, death rate, infant mortality, literacy, correlation, natural change natural decrease, immigration emigration, population characteristics, population pyramid, population structure, dependency ratio, ageing population, economic development, primary products, emerging economies, industrialised nations colonialism, independence, uneven development, global imbalance	landscape, relief, geology, river system, spot height, cross-section, drainage basin, long profile, gradient, source, tributary, watershed, mouth, confluence, v-shaped valley, floodplain, course, channel, valley, cross profile, erosion, hydraulic action, abrasion, attrition, solution, transportation, traction, saltation, suspension, load, velocity, deposition, interlocking spurs, waterfalls, gorges, plunge pool, knick point, meander thalweg, pool, riffle, ox-bow lake, floodplain, alluvium, levee, estuary, mudflats, saltmarshes, carboniferous limestone, flood, flash flood, flood risk precipitation, hydrograph, discharge, time lag, dam, reservoir, costs, benefits, flood relief channel, channel straightening, embankment, wetlands, flood storage areas, floodplain zoning, river restoration, prediction, flood warnings	Friction, fetch, swash, backwash, beach, constructive waves, destructive, waves, tsunami, mechanical weathering, chemical weathering, biological weathering, salt weathering carbonation, freeze-thaw, mass movement, sliding, rockfall, landslide, mudflow, rotational slip, scree, erosion, solution, corrosion, abrasion, attrition, hydraulic power, cavitation, transportation, suspension, saltation, traction, longshore drift, deposition, wave refraction, mudflats, saltmarshes, geological structure, wave-cut platform, headland, bay, fault, cliff, cave, arch, stack, beach, berm, dune, spit, recurved end, bar, barrier beach, rock type, geological structure, concordant coastline, discordant coastline, dune, coastal management, sea wall, groynes, rock armour, gabions, beach nourishment, reprofiling, dune, regeneration, dune fencing, marram grass, coastal realignment, adaptation, relocation, Jurassic Coast	Resources, resource management, undernutrition, malnourishment undernourishment, development, import, food miles, carbon footprint, agribusiness, organic produce, water surplus, water deficit, grey water, water stress, energy conservation, energy security, fracking, energy security, energy surplus, energy deficit, security/insecurity, fossil fuels, geothermal energy, wind energy, solar energy, energy exploitation, biofuels, flashpoints, renewable, energy mix, non-renewable, fossil fuels, nuclear, natural gas, hydrocarbons, shale gas, sustainable energy supply energy conservation, carbon footprint, fuel efficiency, subsistence farming, micro-hydro, sustainable, turbine,	
	For some students, studying Geography in KS4 provides the platform for more advanced academic studies such as A-levels and even degree level. Being such a	Recall the **knowledge**:	**Urban Issues and Challenges: Lagos** Year 10 Term 1a	**Urban Issues and Challenges: London** Year 10 Term 1b	**The Challenge of Natural Hazards** Year 10 Term 2a	**The Challenge of Natural Hazards** Year 10 Term 2a	**Living World: Tropical Rainforests** Year 10 Term 3a	**Living World: Cold Environments** Year 10 Term 3b

	facilitating subject it links to many other academic disciplines and enables to access a wide range of careers.		How many people live in urban areas, and how cities are growing around the world. Why cities grow and about the growth of megacities. Why the city of Lagos is growing so rapidly. The social, economic environmental challenges that are facing Lagos, and how the city authorities have attempted to find solutions. Lagos's squatter settlements and the challenges faced by their inhabitants. Find out about schemes to improve conditions in Lagos's squatter settlements	Number of people living in the UK and its major cities and how the population is distributed. find out about London and its importance as a major UK city. Urban changes in London have created social opportunities. Urban changes in London have created economic opportunities. find out how changes in London's economy have created opportunities to improve the city's environment. How changes in London have created environmental challenges. find out how London is responding to problems of waste disposal and atmospheric pollution. social challenges and inequalities, using the contrasting examples. New housing in London. regeneration in London. Social, economic and environmental planning in the sustainable development of urban areas, using Freiburg, Germany as an example of a sustainable city. Urban transport strategies can reduce traffic congestion, using the examples of Freiburg, Singapore and Beijing.	How global atmospheric circulation affects the weather and climate in different parts of the world. what a tropical storm is, and where and how they are formed. the structure and features of a tropical storm, and how climate change might affect the distribution, frequency and intensity of tropical storms in the future. Typhoon Haiyan, the effects of the storm, and the immediate and long-term responses to it. how the effects of tropical storms can be reduced through strategies of monitoring, prediction, protection and planning, using Bangladesh as an example. different weather hazards that affect the UK. the causes and impacts of the Somerset Levels floods in 2014, the immediate and long-term responses, and what has been done to reduce the future risk of flooding in the area. the Somerset Levels floods in 2014 using a 1:25 000 OS map extract of the area and a corresponding aerial photo. Recent examples of extreme weather in the UK, then consider the evidence that these may be on the increase, and the reasons why this might be happening.	How global atmospheric circulation affects the weather and climate in different parts of the world. what a tropical storm is, and where and how they are formed. the structure and features of a tropical storm, and how climate change might affect the distribution, frequency and intensity of tropical storms in the future. Typhoon Haiyan, the effects of the storm, and the immediate and long-term responses to it. how the effects of tropical storms can be reduced through strategies of monitoring, prediction, protection and planning, using Bangladesh as an example. different weather hazards that affect the UK. the causes and impacts of the Somerset Levels floods in 2014, the immediate and long-term responses, and what has been done to reduce the future risk of flooding in the area. the Somerset Levels floods in 2014 using a 1:25 000 OS map extract of the area and a corresponding aerial photo. Recent examples of extreme weather in the UK, then consider the evidence that these may be on the increase, and the reasons why this might be happening	What an ecosystem is, and learn about a small-scale UK ecosystem. Impact of changes, resulting from both natural and human causes, on the components of an ecosystem. Distribution and characteristics of global ecosystems. Location and environmental characteristics of tropical rainforests – their climate, soils and biodiversity. deforestation that is threatening Malaysia's rainforests. Deforestation threats, impacts and solutions..	The location and characteristics of cold environments – their climate, soils, plants and animals. How people can make use of cold environments environments, Students find out about the challenges from extreme temperatures, services and accessibility for development in cold environments. Students find out what damages cold environments and how they can be managed sustainably through a variety of strategies including the example of the Trans Alaskan Pipeline and the Antarctic Treaty
			Changing Economic World: Nigeria Year 11 Term 1a	**Changing Economic World: UK Economic Change** Year 11 Term 1b	**Physical landscapes of the UK: Rivers of the UK** Year 11 Term 2a	**Physical Landscapes of the UK: Coastal Landscapes of the UK** Year 11 Term 2b	**Resource Management** Year 11 Term 3a	

			"Nigeria and its regional and global importance. the political, social, cultural and environmental aspects of Nigeria. the changing relationships between Nigeria and the wider world. How Nigeria's economy is changing. The role played by transnational corporations (TNCs) in Nigeria's economic development. impact of international aid on Nigeria. the environmental impacts of economic development in Nigeria. how economic development has affected the quality of life for people in Nigeria.	How and why the UK economy has changed. UK's post-industrial economy. development of science and business parks in the UK, impact of industry on the physical landscape and environment can be reduced in sustainable ways. social and economic changes in two contrasting rural areas of the UK. UK's roads, railways, UK's ports and airports are being improved and developed. Regional differences and inequalities in the UK. UK's place in the wider world. UK's economic and political links with the EU and Commonwealth."	The relief, landscapes and rivers of the UK. Rivers and their valleys change with distance downstream. How rivers erode, transport and deposit material. landforms such as interlocking spurs, waterfalls and gorges. river landforms created by erosion and deposition. the River Tees in County Durham in north east England. physical and human factors can increase the risk of flooding. the costs and benefits of hard engineering to manage river flooding. the costs and benefits of soft engineering to manage river flooding. the scheme to manage floods at Banbury, Oxfordshire.	Different types of waves, how they form, and what happens when they reach the shore. different types of weathering and mass movement at the coast. the processes of erosion and deposition at the coast. the formation and characteristics of coastal erosion landforms. formation and characteristics of coastal deposition landforms. erosion and deposition landforms on the coastline at Swanage, Dorset. the most common types of hard engineering, and how these can be used to protect the coast from the effects of physical processes. Types of soft engineering, and how these can be used to protect the coast from the effects of physical processes. managed retreat can be used to protect coastlines from the effects of physical processes. the coastal management scheme at Lyme Regis in Dorset	Uneven distribution of food, water and energy. the opportunities and challenges faced by the UK in the provision of food. the opportunities and challenges faced by the UK in the provision of water. The opportunities and challenges faced by the UK in the provision of energy. the rising global demand for energy and the uneven supply across the world. The costs and impacts associated with energy insecurity. how energy supplies can be increased. advantages and disadvantages of extracting a fossil fuel. how it is possible to move towards a sustainable energy supply. A local sustainable energy scheme.	
What we want our students to do	Where would anyone be without Geography? It is the subject that binds all others together. We want our students to have a love of the natural world and the people in	Demonstrate excellence in these **skills**:	**Urban Issues and Challenges: Lagos** Year 10 Term 1a	**Urban Issues and Challenges: London** Year 10 Term 1b	**The Challenge of Natural Hazards** Year 10 Term 2a	**The Challenge of Natural Hazards** Year 10 Term 2a	**Living World: Tropical Rainforests** Year 10 Term 3a	**Living World: Cold Environments** Year 10 Term 3b

	it. We also want them to become the mechanics of the world and understand the ongoing complex interactions of both Physical, Human and Environmental Geography. The intention is that students know what is happening around them locally, regionally, nationally and globally. We want them to become responsible global citizens, to gain a sense of place and understanding in an ever-changing environment. We also aim to provide each student with a range of cultural capital experiences throughout the key stages and to equip students with life skills that will benefit them through their life and into the world of work. Our intent is to extend learning to outside of the classroom through Microsoft Teams and extra-curricular activities.		Map interpretation; graph interpretation; describing a trend, numerical calculation, classifying; identifying patterns, independent enquiry, numerical calculation, photo interpretation; using maps to interpret photos, descriptive writing, interpreting a pie chart; photo interpretation; empathy, classifying; selecting an appropriate method for presenting data presenting numerical data, classifying; evaluation; empathy"	Interpreting graphs, drawing a bar graph, independent enquiry, creative thinking, photo interpretation, reflective learning, photo interpretation, reflective learning, photo interpretation, estimating percentages from a pie chart, map interpretation, independent enquiry , analysing data, OS map skills, using an OS map to interpret a photo, interpreting information from a bar chart; classifying	Photo interpretation, extracting information from diagrams, classifying information, presenting data using an appropriate graphical technique, describing patterns, interpreting maps, numerical calculation, describing patterns, interpreting maps, numerical calculation, extracting information from diagrams and maps; annotating diagrams, interpreting and classifying information; evaluating; creative thinking	Photo interpretation, extracting information from diagrams, classifying information, presenting data using an appropriate graphical technique, describing patterns, interpreting maps, numerical calculation, describing patterns, interpreting maps, numerical calculation, extracting information from diagrams and maps; annotating diagrams, interpreting and classifying information; evaluating; creative thinking	Photo interpretation, drawing a labelled map; describing patterns of distribution; drawing a climate graph, accurate presentation of given data. drawing an illustrated diagram; evaluation, producing an annotated poster, interpreting graphs and charts; drawing a pie chart from given data (Maths skills). summarising information, using an atlas; describing patterns; interpreting a climate graph, classifying; summarising information	Photo interpretation, drawing a labelled map; describing patterns of distribution; drawing a climate graph, accurate presentation of given data. drawing an illustrated diagram; evaluation, producing an annotated poster, interpreting graphs and charts; drawing a pie chart from given data (Maths skills). summarising information, using an atlas; describing patterns; interpreting a climate graph, classifying; summarising information
			Changing Economic World: Nigeria Year 11 Term 1a	**Changing Economic World: UK Economic Change** Year 11 Term 1b	**Physical landscapes of the UK: Rivers of the UK** Year 11 Term 2a	**Physical Landscapes of the UK: Coastal Landscapes of the UK** Year 11 Term 2b	**Resource Management** Year 11 Term 3a	
			Photo interpretation; map interpretation, describing patterns, interpreting data, drawing scatter graphs; describing data sets, interpreting numerical data; descriptive writing, drawing an annotated diagram, interpreting population pyramids; describing shapes and patterns, interpreting graphs and bar charts; describing trends, interpreting cartoons; graphs and maps; describing patterns, map interpretation; evaluation, map skills, using an atlas interpretation; empathy; evaluation	Interpreting pie charts; drawing and interpreting flow-line graphs; evaluation, interpreting a divided bar graph, drawing a bar graph, interpreting graphs; describing trends; photo interpretation, photo interpretation; map interpretation; OS map skills, photo interpretation; map interpretation, graph interpretation; photo interpretation map interpretation; evaluation, presenting data using an appropriate graphical technique, drawing an annotated map; interpreting maps; describing patterns; evaluation; decision-making, interpreting data; map interpretation"	Photo interpretation, extracting information from diagrams, classifying information, presenting data using an appropriate graphical technique, describing patterns, interpreting maps, numerical calculation, describing patterns, interpreting maps, numerical calculation, extracting information from diagrams and maps; annotating diagrams, interpreting and classifying information; evaluating; creative thinking	Drawing a labelled diagram; categorising. drawing a labelled sketch from a photo; drawing an annotated diagram; describing processes. describing physical processes. drawing a sequence of labelled diagrams to describe a physical process, map interpretation; photo interpretation, reading and interpreting OS maps; interpreting photos; using OS maps to interpret photos; map skills; using six-figure grid references; identifying coastal landforms on an OS map, numerical calculation, classifying; photo interpretation; empathy; evaluation	Map interpretation, graph interpretation, calculating percentages, desire line map, drawing a pie chart, numerical calculation, describing patterns, comparing patterns, evaluation, interpreting pie charts and divided bar graphs, classifying, decision-making. interpreting choropleth maps, describing global patterns, classification, interpreting divided bar graphs and proportional circles, producing a case study, choosing appropriate data presentation techniques, describing a process, describing distribution patterns, presenting data using bars and proportional circles, presenting data on a	

							map, working out a scale, descriptive writing	
Key assessment questions:			**Urban Issues and Challenges: Lagos** Year 10 Term 1a	**Urban Issues and Challenges: London** Year 10 Term 1b	**The Challenge of Natural Hazards** Year 10 Term 2a	**The Challenge of Natural Hazards** Year 10 Term 2a	**Living World: Tropical Rainforests** Year 10 Term 3a	**Living World: Cold Environments** Year 10 Term 3b
			Using Figure D and your own understanding, explain how different rates of urbanisation around the world have changed the distribution of the world's population. describe the changes in the distribution of megacities between 2014 and 2030.Suggest two reasons why the population has grown in a LIC or NEE you have studied. Use a case study of a city in a LIC or NEE to suggest why managing social challenges may be difficult. To what extent can the urban challenges in a LIC or NEE city you have studied be managed? Explain how quality of life can be improved for people living in a LIC or NEE city that you have studied. Explain why housing is a challenge in LIC and NEE cities. Use photo D and a case study of a city in a	Explain how the distribution of population in the UK reflects both physical and human geographical factors. Using a case study of a major city in the UK, explain how its growth has been affected by migration. Explain how urban change in a major city in the UK you have studied has created social opportunities. Suggest two ways that urban change in a major UK city you have studied has created economic opportunities. Outline the environmental opportunities created by urban change in a major UK city you have studied. 'Environmental challenges in UK cities are difficult to manage.' Do you agree? Explain your answer using a case study of a UK city you have studied. Outline how the challenge of housing can	Explain how the global atmospheric system affects the weather and climate of the tropics. Using map C and your own knowledge, describe the global distribution of tropical storms. Suggest how climate change may affect the location, frequency and intensity of tropical storms. Using photo B and a named example, assess the extent to which tropical storms have effects on people and the environment. Explain how protection and planning can reduce the effects of tropical storms. Describe how recent extreme weather events in the UK have had impacts on human activity. Suggest how extreme weather in the UK can have social and economic impacts. Explain how management strategies can reduce the risk of extreme weather	Explain how the global atmospheric system affects the weather and climate of the tropics. Using map C and your own knowledge, describe the global distribution of tropical storms. Suggest how climate change may affect the location, frequency and intensity of tropical storms. Using photo B and a named example, assess the extent to which tropical storms have effects on people and the environment. Explain how protection and planning can reduce the effects of tropical storms. Describe how recent extreme weather events in the UK have had impacts on human activity. Suggest how extreme weather in the UK can have social and economic impacts. Explain how management strategies can reduce the risk of extreme weather	Explain how change can have an impact on a small scale UK ecosystem. Describe how plants have adapted to the physical conditions in tropical rainforests. Suggest how human activity can have environmental impacts on the tropical rainforest. Use photo D and your own understanding. Using a case study, explain how deforestation has economic and environmental impacts. 'Tropical rainforests are more valuable if left intact rather than being deforested.' Do you agree? Justify your answer. Explain how conservation and education can help to manage the rainforest sustainably	Explain the features of plants and soils in the tundra environment Explain why sustainable fishing requires international cooperation Evaluate how cold environments like Svalbard can provide challenges for development Outline three possible environmental impacts of economic development in cold environments Using a case study, explain how different strategies can help reduce environmental damage

			LIC or NEE. 'Urban planning is an effective way to improve the conditions for the urban poor.' Do you agree? Use an example to explain your answer.	be managed in a UK city you have studied. Using an example, explain why some urban areas in the UK are in need of regeneration. Explain how reducing resource use in an urban area can help it to become more sustainable. For any named city you have studied evaluate the strategies employed to manage traffic congestion.	in the UK. Suggest why the UK's weather might be becoming more extreme. Using photo E, explain how the shrinkage of Arctic sea ice could be evidence of climate change. Explain how volcanic activity can cause climate change.	in the UK. Suggest why the UK's weather might be becoming more extreme. Using photo E, explain how the shrinkage of Arctic sea ice could be evidence of climate change. Explain how volcanic activity can cause climate change.		
			Changing Economic World: Nigeria Year 11 Term 1a	**Changing Economic World: UK Economic Change** Year 11 Term 1b	**Physical landscapes of the UK: Rivers of the UK** Year 11 Term 2a	**Physical Landscapes of the UK: Coastal Landscapes of the UK** Year 11 Term 2b	**Resource Management** Year 11 Term 3a	
			'HDI is the most effective measurement of development.' How far do you agree with this statement? Outline one disadvantage of an economic measure of development such as GNI. Explain how the demographic transition model is linked to economic development. Explain how population structure can be linked to levels of economic development. Explain the economic causes of uneven development. Suggest why uneven development can lead to disparities in wealth and health. Explain how uneven development causes international migration. Suggest how industrial development can reduce the development gap. Explain why the use of aid must be sustainable if it is to be effective in raising a poor country's level of development. Discuss whether trade or aid is the best way for poorer countries to develop. Explain how debt relief can reduce the	Suggest two ways in which a major city in a LIC/NEE is internationally important. Explain how politics can affect the economic development of a LIC or NEE country you have studied. Using a case study of a LIC or NEE country you have studied, explain how political and economic factors can affect the country's relationship with the wider world. Explain how the manufacturing industry can stimulate economic development. Assess the advantages and disadvantages of TNCs to a host country. Using photo C, describe the impacts of aid on an LIC or NEE that you have studied. Explain how rapid economic growth in a LIC/NEE can impact the environment. Explain the causes and impacts of deindustrialisation in the UK. Explain how the development of IT has affected the growth and characteristics of the UK's economy. Suggest how science and business parks provide	Explain how different types of rock determine the UK's landscapes. Describe how the shape of a river valley changes downstream. Outline two processes of fluvial (river) erosion. Explain how a waterfall forms and changes over time. Explain how processes of erosion and deposition cause river meanders to change over time. The River Tees is an important river in the north east of England. Use photos B and C to outline the features of this river from its source to its mouth. River flooding is a natural event.' Do you agree? Justify your answer. 'The costs of hard engineering strategies outweigh the benefits.' How far do you agree with this statement? Explain how soft engineering can help to reduce the effects of river flooding. Use an example to explain how a flood defence scheme can cause social and economic issues.	Compare the characteristics of constructive and destructive waves. Assess the importance of weathering and mass movement at the coast. Describe the conditions that lead to coastal deposition. Using photo B, explain how coastal landforms are created by erosion. Explain how the process of deposition leads to the formation of distinctive coastal landforms. Using photos B and C, describe the coastal processes operating at Swanage. Using photos B and C, describe the coastal processes operating at Swanage. Discuss the advantages and disadvantages of hard engineering at the coast. Using photo C, describe the costs and benefits of dune regeneration. 'Coastal management can cause conflict.' Do you agree with this statement? Using an example, explain your answer.	Describe the global inequality in the supply and consumption of either food or water or energy. Explain the UK's attempts to respond to changing demands for food. Discuss the advantages and disadvantages of large-scale water transfers in the UK. Suggest how the UK's energy mix will change by 2030. Explain why many countries are experiencing energy insecurity. Outline the impacts of energy insecurity on food production and industrial output. Explain how biomass and geothermal energy can increase energy supplies. The extraction of fossil fuels brings only advantages.' Do you agree? Use an example (such as natural gas) to explain your answer. Using photo B, suggest how it is possible to move towards a sustainable energy supply. Using an example, explain how local schemes can provide sustainable supplies of energy	

			development gap. Using an example of an LIC or NEE, explain how tourism can help to reduce the development gap.	opportunities for regional economic growth. Using an example, describe how modern industry can be more environmentally sustainable. Compare the economic impacts of population growth and decline in rural areas.				
Disciplinary Rigour		What makes your subject different to other subjects? What are the expectations for students in your subject area in the KS4 National Curriculum if applicable / KS4 qualification specification?	**Urban Issues and Challenges: Lagos** Year 10 Term 1a	**Urban Issues and Challenges: London** Year 10 Term 1b	**The Challenge of Natural Hazards** Year 10 Term 2a	**The Challenge of Natural Hazards** Year 10 Term 2a	**Living World: Tropical Rainforests** Year 10 Term 3a	**Living World: Cold Environments** Year 10 Term 3b
			A growing percentage of the world's population lives in urban areas. The global pattern of urban change. Urban trends in different parts of the world including HICs and LICs.A growing percentage of the world's population lives in urban areas. Factors affecting the rate of urbanisation – migration (push–pull theory), natural increase. The emergence of megacities. Urban growth creates opportunities and challenges for cities in LICs and NEEs. A case study of a major city in an LIC or NEE. An example of how urban planning is improving the quality of life for the urban poor.	Urban change in cities in the UK leads to a variety of social, economic and environmental opportunities and challenges. Urban change in cities in the UK leads to a variety of social, economic and environmental opportunities and challenges. A case study of a major city in the UK Urban change in cities in the UK leads to a variety of social, economic and environmental opportunities and challenges. Urban change in cities in the UK leads to a variety of social, economic and environmental opportunities and challenges. Urban sustainability requires management of resources and transport. Features of sustainable urban living: water and energy conservation, waste recycling, creating green space, how urban transport strategies are used to reduce traffic congestion.	Global atmospheric circulation affects the weather and climate in different parts of the world structure and features of a tropical storm, and how climate change might affect the distribution, frequency and intensity of tropical storms in the future. Typhoon Haiyan, its effects and immediate and long-term responses to it. Strategies to reduce Tropical storm impacts. different types of extreme weather in the UK. The Somerset floods - causes, impacts and responses. evidence for climate change and consider its impacts on global ecosystems and on people's lives.	Global atmospheric circulation affects the weather and climate in different parts of the world structure and features of a tropical storm, and how climate change might affect the distribution, frequency and intensity of tropical storms in the future. Typhoon Haiyan, its effects and immediate and long-term responses to it. Strategies to reduce Tropical storm impacts. different types of extreme weather in the UK. The Somerset floods - causes, impacts and responses. evidence for climate change and consider its impacts on global ecosystems and on people's lives.	The balance between components. The impact on the ecosystem of changing one component. Tropical rainforest /Cold environment characteristics. The physical characteristics of a tropical rainforest/Cold Environment. How plants and animals adapt Issues related to biodiversity. Deforestation has economic and environmental impacts. Changing rates of deforestation. A case study of a tropical rainforest to illustrate: causes of deforestation and impacts of deforestation Tropical rainforests need to be managed to be sustainable. Strategies used to manage the rainforest sustainably Value of tropical rainforests to people and the environment.	Development of cold environments creates opportunities and challenges. A case study of a cold environment to illustrate the challenges of developing cold environments: extreme temperatures, services and inaccessibility. Damage to wilderness, its causes, impacts and solutions
			Changing Economic World: Nigeria	**Changing Economic World: UK Economic Change**	**Physical landscapes of the UK: Rivers of the UK**	**Physical Landscapes of the UK: Coastal Landscapes of the UK**	**Resource Management**	

			Year 11 Term 1a	Year 11 Term 1b	Year 11 Term 2a	Year 11 Term 2b	Year 11 Term 3a	
			"There are global variations in economic development and quality of life. Different ways of classifying parts of the world according to their level of economic development and quality of life. Different economic and social measures of development: gross national income (GNI) per head, birth and death rates, infant mortality, life expectancy, people per doctor, literacy rates, access to safe water, Human Development Index (HDI). Limitations of economic and social measures. Link between stages of the Demographic Transition Model and the level of development. There are global variations in economic development and quality of life.. Causes of uneven development: physical, economic and historical. Consequences of uneven development: disparities in wealth and health, international migration. Various strategies exist for reducing the global development gap. An overview of the strategies used to reduce the development gap: investment, industrial development and tourism, aid, using intermediate technology, fair trade, debt relief, microfinance loans. An example of how the growth of tourism in an LIC or NEE helps to reduce the development gap.	Some LICs and NEEs are experiencing rapid economic development which leads to significant social, environmental and cultural change. A case study of one LIC or NEE to illustrate the location and importance of the country, regionally and globally. Major changes in the economy of the UK and effects upon employment patterns and regional growth. Causes of economic change in the UK: de-industrialisation and decline of traditional industrial base, globalisation and government policies. Economic futures in the UK: moving towards a post-industrial economy, impacts of industry on the physical environment, social and economic changes in the rural landscape, in road and rail infrastructure, port and airport capacity. the north–south divide, Major changes in the economy of the UK: trade, culture, transport, and electronic communication. Economic and political links. The European Union (EU) and Commonwealth.	The UK has a range of diverse landscapes. An overview of the location of major upland/lowland areas and river systems. The shape of river valleys changes as rivers flow downstream. The long profile and changing cross profile of a river and its valley. Fluvial processes: erosion: hydraulic action, abrasion, attrition, solution, vertical and lateral erosion. transportation: traction, saltation, suspension and solution deposition: why rivers deposit sediment. .Distinctive fluvial landforms result from different physical processes. Characteristics and formation of landforms – interlocking spurs, waterfalls and gorges., meanders and ox-bow lakes., levées, flood plains and estuaries. An example of a river valley in the UK to identify its major landforms of erosion and deposition. Different management strategies can be used to protect river landscapes from the effects of flooding. How physical and human factors affect the flood risk The use of hydrographs to show the relationship between precipitation and discharge. An example of a flood management scheme in the UK to show:	The coast is shaped by a number of physical processes. Wave types and characteristics. Weathering processes – mechanical, chemical. Mass movement – sliding, slumping and rock falls. Erosion – hydraulic power, abrasion and attrition. Transportation – longshore drift. Deposition – why sediment is deposited in coastal areas. Distinctive coastal landforms are the result of rock type, structure and physical processes. How geological structure and rock type influence coastal forms. An example of a section of coastline in the UK to identify its major landforms of erosion and deposition. Different management strategies can be used to protect coastlines from the effects of physical processes. An example of a coastal management scheme in the UK.	Food, water and energy are fundamental to human development. The significance of food, water and energy to economic and social well-being. An overview of global inequalities in the supply and consumption of resources. The changing demand and provision of resources in the UK create opportunities and challenges. Demand for energy resources is rising globally but supply can be insecure, which may lead to conflict. The global distribution of energy consumption, supply, surplus (security), and deficit (insecurity). Reasons for increasing energy consumption, including economic development and population increase. Factors affecting energy supply, including; physical, financial, technological and political factors. Demand for energy resources is rising globally but supply can be insecure, which may lead to conflict. Impacts of energy insecurity – exploration of difficult and environmentally sensitive areas, economic and environmental costs, food production, industrial output, potential for conflict. Different strategies can be used to increase energy supply.	