CoDA Curriculum

Geography

CITY OF DERBY ACADEMY

Improving the life chances of all students

At CoDA we take inspiration from the Geography National Curriculum and from the Geographical Association Manifesto for Geography (a different view) which highlights the value of 'thinking geographically' and demonstrates the importance of geography in helping students to make sense of their own lives.

As a result, the overachieving belief of the geography curriculum at CoDA is that:

"Geography underpins a lifelong 'conversation' about the earth as the home of humankind. Geography therefore contributes to a balanced education for all young people in schools, colleges and other settings." Geographical Association Manifesto for Geography

Through the study of geography, we aim to:

- Provide students with the *geographical knowledge* they need to understand contemporary challenges facing our planet and to live their lives as *knowledgeable citizens* – aware of their own local communities in a global setting.
- Provide students with the means to *think about the world* in new ways – 'thinking like a geographer'.
- Provide students with the means to (and necessary knowledge to) *question and debate the knowledge;* such that they have the skills to be active participants and investigators – rather than passive recipients of knowledge.
- Expose students to *geographical enquiry* – allowing them to deepen their conceptual understanding through reasoning, interpreting data, arguing their point and undertaking 'real world' geography.

The CoDA context - the Academy is located within:

"Geography is for everyone, not an academic subject for the few" Geographical Association Manifesto for Geography

CoDA is a culturally diverse community. Thus, through the geography curriculum we seek to take into account the students' lens and individual geographies whilst also *'finding ways to challenge and excite them with content that might be beyond their immediate horizon and develop a landscape through our curriculum that they can see themselves in'*.

The overarching concepts for geography at CoDA have been derived from the National Curriculum and from the Geographical Association Geography manifesto. These concepts underpin curriculum, they are:

- **The physical world:** the land, water, air and ecological system; landscapes; and the processes that bring them about and change them.
- **Human environments:** societies, communities and the human processes involved in understanding work, home, consumption and leisure – and how places are made.
- **Interdependence:** crucially, linking the physical world and human environments and understanding how countries are linked.
- **Sustainability:** using our planets resources without compromising the planet for future generations.

- **Place and space:** recognising similarities and differences across the world and developing knowledge and understanding of location, interconnectedness and spatial patterns.
- **Cultural understanding and diversity:** recognising differences between and within cultures and appreciating diversity both locally, nationally and globally.

At CoDA we offer a **5 year curriculum** where skills are sequenced to support both continuity *(the maintenance and development of different aspects of geography within the curriculum e.g. certain geographical concepts and themes)* and progression *(the measurable advances in knowledge, understanding and skills made by students in their studies over time)*. This includes the above concepts but also the following skills:

- The ability to *collect, analyse and interpret geographical information* through **geographical skills**, including but not limited to; **cartographic, numeracy, statistical and fieldwork**.
- To develop **literacy skills** through *comprehension tasks, extended writing and embedding the use of tier 2 and 3 vocabularies.*
- Embedding **critical thinking skills** which can developing students' geographical understanding and ability to *think like a geographer*.
- Allowing students to opportunity to develop their **problem solving and decision-making** skills through key *geographical enquiries*.
- Learning is a collaborative process; therefore geography equips students with **team working and communication skills** which can be developed to support learning.

At Key Stage 3 students will follow the national curriculum:

Students will develop of key concepts which influence and shape the world they live in such as the enhanced greenhouse effect and the multiplier effect. Students will build on their KS2 curriculum knowledge such as volcanoes and earthquakes and human activities such as settlements and the factors which influence their location. By the end of Y7 our learners will have a greater understanding of their role as a global citizen and how human and physical processes are interconnected.

In Year 8, having established an understanding of a number of key concepts and processes the locational knowledge developed in Y7 will be expanded to explore place in Y8. Africa as a diverse continent will be examined. Students will also consider physical and human geography and processes interact through weather and climate and our watery world. Field work skills will be further enhanced both in class and through our summer trip to Twycross Zoo, which supports the Finding the Balance topic.

The final year of KS3 sees students covering a wide range of topics to ensure that they have had the opportunity to equip themselves with the knowledge about diverse places, people, resources and natural and human environments, together with a sound understanding of the key physical and human processes they need to ensure a sound foundation to underpin their next steps. It is our aim, through the choice and sequencing of topics, to ensure students start KS4 and / or move towards adulthood with the skills and enquiring mind to continue to question and be inspired by the world we live in.

SEND students follow the same curriculum with the key component elements of the national curriculum as a focus to ensure that the powerful knowledge is provided to all learners.

At Key Stage 4 students will follow the AQA GCSE Geography specification:

At KS4 we follow the AQA specification which sees students sitting three exam papers in the summer of their Y11. We interleave topics to promote retrieval and retention across the years as well as allowing students to identify the interconnected nature of the content. Indeed, climate change is a key concept across both 'content' based papers and geographical skills are embedded in all three papers. The content is substantial and extremely interesting, students will complete GCSE geography with a robust understanding of the global world they live in, socially, economically and environmentally. They will also be equipped with valuable transferable 'soft' skills which are highly sought after by employers, such as written and verbal communication, analytical skills, critical thinking and problem solving.

Summary KS3	Y7	Y8	Y9	Y10	Y11	
	Students will develop of key concepts which influence and shape the world they live in such as the enhanced greenhouse effect and the multiplier effect. Students will build on their KS2 curriculum knowledge such as volcanoes and earthquakes and human activities such as settlements and the factors which influence their location. By the end of Y7 our learners will have a greater understanding of their role as a global citizen and how human and physical processes are interconnected.	Having established an understanding of a number of key concepts and processes the locational knowledge developed in Y7 will expanded to explore place in Y8. Africa as a diverse continent will be examined. Students will also consider physical and human geography and processes interact through weather and climate and our watery world. Field work skills will be further enhanced both in class and through our summer trip to Twycross	The final year of KS3 sees students covering a wide range of topics to ensure that they have had the opportunity to equip themselves with the knowledge about diverse places, people, resources and natural and human environments, together with a sound understanding of the key physical and human processes they need to ensure a sound foundation to underpin their next steps. It is our aim through the remaining topics to ensure students start KS4 and move towards adulthood with the skills and			

		Zoo, which supports the Finding the Balance topic.	enquiring mind to continue to question and be inspired by the world we live in.			
Topic **Y7**	Introduction to Geography	Tectonic Hazards	Sense of Place	Development and Population	Fieldwork investigation	
Overview of Topic	Students will start their KS3 considering why geography is such an important subject, particularly in the current age of AI and technological advances. Students will explore the breadth topics geography covers and consider human, physical and environment components, how these link and why they are important. We will also briefly revisit KS2 climate zones. The introductory lessons will conclude with a lesson preparing students to apply for a Blue Peter Green Badge to support them in accessing opportunities up until their 16th Birthday.	Through this topic you will explore tectonic hazards, with a focus on earthquakes. Students will learn about the structure of the planet and how earthquakes happen. They will develop analytic skills by assessing the impact of hazards on locations of contrasting wealth, we will study the 2010 Haiti earthquake. We will review the role of management in reducing	During this topic students will explore the geography of the UK and their own city of Derby and consider how settlements develop and discover how they vary in size and function. We will consider the different zones which make up a city and how urban areas change over time. Key geographical map skills are also learnt through this topic.	During this topic students will investigate global development and and the challenges and opportunities this creates. There will be a particular focus on the countries of India and China. Students will explore global inequalities and the role of top-down and bottom-up projects to support development.	Through this unit of work students will consolidate learning from across the year. The enquiry will be focused around the factors shaping Allestree Park and so will consider the role of water and erosion alongside the management of the Park's rewilding. Students will undertake all stages of the field work process including data presentation, analysis and conclusions. Part of the conclusions	

		the effects of tectonic hazards.			will be a decision making exercise on the future of Allestree Park House. The trip to Allestree Park is a key element of the KS3 curriculum introducing students to the breadth of roles and decisions which are involved in local governance.	
End Points	Pupils will know: The different types of geography – human, physical and environmental.	Pupils will know: Earth's structure Tectonic plate theory and boundary types. The impact of tectonic hazards and how they vary in areas of contrasting wealth.	Pupils will know: Countries of the UK and their capitals: The best site for a settlements Cities have different zones. Rural characteristics. Regeneration – the impact of, with a focus on Derby. Map skills - 4 and 6 figure grid	Pupils will know: The key drivers of development – agriculture, urbanisation Status of women, and education. Describe global population growth and reasons for change. Key indicators of development The multiplier effect and how it links to development. Stages in development LIC, NEE and HIC.	Pupils will know: Application of map skills. Fieldwork – collection, presentation, analysis and evaluation. Decision making – how to apply research skills.	

		Primary and secondary impacts. Hazard management based around the 3Ps. Predict, Plan Protect. Why people still live in areas at risk.	references, OS map symbols. How height is shown on an OS map and measuring distance.	Population management – focus on Kerela's population strategy. Different types of aid.		
What is assessed	Each of the three formal assessments are 40 marks, assessments will include all content covered to date and not solely the topic which has just been completed. In Y7 questions are split equally across each of the AOs. Each half term will conclude with a 20 mark POP test which focuses on key vocabulary and the content included in the Knowledge Organiser.					
Key Vocabulary	Teir Three – geography, human, physical, environmental,	Teir Three - plate margin, hazard, mantle, crust, epicentre, focus, primary, secondary, impact, shockwaves, richter scale, slum, population density, conservative, constructive and destructive plate boundaries,	Three - urban, rural, sub-urban, commuter, settlement, central business district, inner city, greenfield, brownfield, relief, regeneration, grid reference, terraced housing, UK.	Tier Three - Development, global, infant mortality, economic, social, environmental, dependent, policy, gender, equality, workforce, primary/secondary/tertiary industry, migration, life expectancy, agriculture, quality of life, GNI, urbanisaiton, literacy rate.	Tier Three - erosion, weathering, rewilding, suburb, rural urban fringe, urban sprawl, climate change, absorb, enquiry, habitat, community, sustainable, governance, vegetation, relief, location.	

		oceanic crust, subduction, magma, lava.				
Literacy skills developed (W/O/Ti 2)	Tier Two – attention, discover, examine, observe, ownership.	Tier Two - pressure, friction, contrasting, significant, wealth.	Tier Two - decline, stable, scale, investment, hierarchy, previous, route, vibrant.	Tier Two - structure, challenge, opportunity, rapid, quality, access.	Tier Two – balance, inter-dependent, stabilise, objective, promote.	
Career Links (Employability, Career Opportunities)		Aid worker, civil engineer. Disaster management	Town planner, quantity surveyor	United nations, civil service.	Conservationist, Environment Agency, travel and tourism.	
SMSC Links	Reflection on lived experience and consideration of a range of different contexts. Using imagination and creativity. Development of empathy, social skills, exploring the impact of governance.	Considering the UK from a range of different perspectives. Deepening understanding of UK governance, structures in society and the impact of factors such as culture on the UK today.	Students will develop their interest through exploring social and cultural experiences in different contexts / locations. This will allow students to develop their moral perspectives and views on a range of issues and to reflect on their own lived experiences.	The environment is at the centre of this topic and it will encourage learners to take ownership of their actions and attitudes and those of wider society and to question how we move forward as a species.		

Topic **Y8**	Weather and Climate	Africa – a diverse continent	Our Watery World	Finding the Balance		
Overview of Topics	Students will build on the foundations set in the Y7 hazards unit and look at convection currents again but this time in the atmosphere. Wildfires, an increasing challenge due to climate change will be studied. We will then move onto tropical storms, after examining how they form and their structure Hurricane Sandy will be analysed to consider it's impact in places of contrasting wealth. The topic will conclude with a review of management strategies and also how climate change increases the threat from extreme weather.	The topic will commence with an overview of the continent, exploring it's human and physical geography to consider a range of ways in which Africa is diverse. We will then consider lost childhoods through a range of challenges young people face from disease and poverty to child soldiers. We will conclude with a review of key opportunity areas to support development.	During this topic we will explore the role of water in shaping our world, through considering the role of glaciers, rivers and the coast. We will consider how water influences our lives, the water cycle, water processes and the formation of key features such as waterfalls. We will explore our oceans. Students will reflect on the impact of water in shaping their landscape the field work undertaken in Y7. We will then use this to specifically focuses on glaciers and glacial landscapes. Students will	The basis of this topic is sustainability and how we can help to reduce the pace of climate change and live more securely with a changing climate. We will explore the challenge of development and the use of plastics and look at innovation and design in a range of locations. We will explore the impact of human on animals and why maintaining bio-diversity is important. Students will undertake fieldwork at Twycross Zoo to assess the impact of human actions and to review actions which can be taken to find a better balance.		

			then considers two national parks and how the opportunities and challenges the landscape has afforded them - Yellowstone and the Lake District. We will conclude with a study of the reintroduction of wolves to Yellowstone as a bridge into the 'Finding the Balance' topic which is rooted in sustainability.			
End Points	Students will know: Weather is the day to day, Climate is a 30 year average. How global winds are structured. The impact of the sun on the earth. How and where tropical storms form. The impact of tropical storms and how they vary dependent on wealth. How the impact can be reduced (3Ps).	Students will: Develop place knowledge of a number of contrasting regions within Africa. Study the physical and human geography to assess similarities and differences an how places are linked. To	Students will know: The location of major rivers. A river course can be split up into three stages. Physical (natural) and human causes of flooding. Interpret a hydrograph River management - hard engineering	Students will know: How physical and human processes impact on the sustainability of our environment. To apply the different stages of the fieldwork process and to apply their findings to inform decision making and opinions. Start to 'assess' through explaining your points and coming		

		explore how human and physical processes interact and how they impact – socially, economically, environmentally	structures and soft engineering approaches. Human activity depends on natural systems working properly. To define glaciation To describe geological timescales linked to the temperature of the planet To explain how glaciers provide evidence of climate change. To describe how glaciation creates specific landscapes.	to a judgment in a conclusion		
What is assessed	Each of the three formal assessments are 40 marks, assessments will include all content covered to date and not solely the topic which has just been completed. In Y8 questions are split equally across each of the AOs. Each half term will conclude with a 20 mark POP test which focuses on key vocabulary and the content included in the Knowledge Organiser.					
Key Vocabulary	Tier Three – Tropics, deciduous, hemisphere, low / high pressure, atmosphere, climate, weather, tropical, latitude, greeenhouse gas.	Tier Three – urban, rural, diverse, famine, drought, ecosystem, development, life expectancy, economy,	Tier Three – glacier, erosion, weathering, valley, ice age, tourism, hydraulic action, abrasion, attrition, transportation, traction,	Tier Three – sustainable, enhanced greenhouse effect, energy, efficiency, planning, resource, management, engineering, government, deforestation, habitat, conservation, poaching,		

		internal displacement, literacy rate, sub-saharan, aid.	saltation, solution, suspension, deposition, landform, hard rock, soft rock, interception, transpiration, evaporation, condense.	endangered, extinct, renewable, non-renewable, biodiversity.		
Literacy skills developed (W/O/Ti 2)	Tier Two - intensity, frequency, distribution, management, adapt, mitigate, angle, friction, resilience, contrast.	Tier Two – rate, extent, exploitation, dense, exhausted, inadequate, fertility, short term, long term, disease, measure, stability.	Tier Two – sequence, system, flow, capitalise, maximise, steep, melt, debate, explore, preservation, mitigate, sparse, transform.	Tier Two – effective, extreme, commitment, ownership, public, individual, investment, innovation.	Tier Two –	
Career Links (Employability, Career Opportunities)	Meteorologist	Journalism, economist.	Environmental science.	Engineering, conservationist.		
SMSC Links	This topic builds on the experiences of the tectonics topic and will encourage deeper reflection on lived experience and consideration of a range of different contexts. Using imagination and creativity. Development of empathy, social skills, exploring the impact of governance. Flooding is a key issue for the UK and this topic will allow students to deepen their empathy for those impacted by natural hazards.	Building on the work in Y7 on the development unit. Students will deepen their empathy and perspective through exploring social and	This topic promotes reflection and develops our learners understanding of the issues facing our planet and the human impact. Cause and effect and the need to	The environment is at the centre off this topic and it will encourage learners to take ownership of their actions and attitudes and those of wider society and to question how we move forward as a species. The units will allow learners to		

		cultural experiences in different contexts / locations. This will allow students to develop their moral perspectives and views on a range of issues and to reflect on their own lived experiences.	cherish resources and the natural world will be developed through exploring glacial timescales.	reflect on actions and how they impact in the long term and then how we as a species can use our understanding of the past to drive us forward through the combining of effective reflection and modern engineering.		

Topic **Y9**	Globalisation	Middle East	Our Living World	Cold Environments		
Overview of topics	This topic brings together many of the key concepts from previous years. The topic views development from a different perspective and drills down to explore the key drivers, causes, consequences and responses to an uneven world. The role of TNCs	Developing an understanding and overview of this key region is important cultural capital. This unit will provide an overview of countries in the region, a review of key influences, industries and challenges.	The living world unit complements learning in science and sets a valuable platform for those students taking GCSE geography. Ecosystems are considered along with factors which impact their sustainability, we firstly consider the UK then focus on tropical rainforests, exploring this major biome and investigating it's features and the opportunities and	Building on the Y8 Our Watery World topic and the analysis of the TRF biome this topic focuses on the world's cold deserts and considers their features, the opportunities and challenges that they offer and reviews how safe they are in the future through		

	is analysed to assess their impact. This unit is supported by a field trip to Cadbuy's World considering the global chocolate industry as an illustrative example of global disparities.		challenges these global assets provide. We will then consider how best they can be sustainably managed.	the consideration of key management approaches at a range of scales.		
End Points	Students will know: What globalisation is and why it is important. Use text to identify the positives and negatives of globalisation. Discuss how TNCs are contributing to globalisation. Describe the industry type which is dominant in each development stage.	Students will know: The location of the Middle East. Be able to locate, describe & explain: biomes, population distribution Describe the role of oil in the region's economic development. To state opportunities and challenges in the region. and conflict.	Students will know: To describe the distribution of global ecosystems To state the impact of latitude To state the impact of air pressure. To state the elements of an ecosystem To state the role of elements in an ecosystem To assess the impact of change in an ecosystem. To list reasons why TRF are important To describe why TRF are important To explain why TRF are important To describe and explain the location of TRF	Students will know: The location of cold environments The characteristics of polar and tundra environments How biodiversity reflects the environment That cold environments provide both challenges and opportunities The value of cold environments and why they need to be managed.		

	List the factors which increase globalisation. How to interpret data to assess development.		To describe interdependence in a TRF. To define deforestation. To describe the impact of deforestation. To explain why some uses are more sustainable than others. To describe a range of sustainable management interventions.			
What is assessed	Each of the three formal assessments are 40 marks, assessments will include all content covered to date and not solely the topic which has just been completed. In Y9 questions are weighted as follows AO1 20%, AO2 30%, AO3 25% and AO4 25%. Each half term will conclude with a 20 mark POP test which focuses on key vocabulary and the content included in the Knowledge Organiser.					
Key Vocabulary	Tier 3 – economic, business, investment, TNC, GDP, GNI, life expectancy, literacy, indicators, corruption, education, healthcare, primary, secondary, tertiary, fairtrade, inequality, consumer, infrastructure, host, source country.	Tier 3 - Quality of life, sustainability, desalinisation, geo-politics, conflict, fossil fuels, tourism, resource, energy secure, climate, geology, stability, tourism.	Tier 3 – biome, ecosystem, abiotic, biotic, deciduous, nutrient cycle, tropical rainforest, producer, consumer, decomposer, biodiversity, sustainable management, sustainability deforestation, food chain, food web, logging, cattle ranching, HEP, ecotourism, international agreements, commercial farming, debt reduction,subsistence farming,	Tier 3 – opportunity, challenge, development, economic advantages, sustainable management, environment, Antarctic Treaty, Cloud storage, technology, extraction, inaccessibility, interdependence, permafrost, tundra, high latitudes, polar.		

Literacy skills developed (W/O/Ti 2)	Tier 2 – extent, sequence, depth, major, subjective, valuable, influence, nurture, project, external, internal, positive, negative.	Tier 2 – religion, culture, climate, water, shortage, pressure, produce, challenge, advocate, adapt, justify, shift.	Tier 2 – indigenous, direct, indirect, threats, renewable, carbon, atmosphere, decisions, consumption, commercial, subsistence.	Tier 2 – access, adapt, altitude, fragile, cause, combine, confident, corrupt, disagree, ethical, fundamental, legacy, presume, substantial, significant, underestimate.		
Career Links (Employability, Career Opportunities)	Logistics, project management.	Human rights lawyer, renewable energies engineer.	Medical research, travel journalism.	Environmental campaigner, climate change scientist.		
SMSC Links	Building on the work in Y7 on the development unit. Students will deepen their empathy and perspective through exploring social and cultural experiences in different contexts / locations. This will allow students to develop their moral perspectives and views on a range of issues and to	The Middle East is a region of the world which has significant influence and through this unit we expand learner understanding of how our society and culture are linked to the wider world and support students to explore synergies, opportunities and challenges.	As with Y8 the concluding topics to KS3 both have the environment at their core. The units have different specifics, but both are rooted in the human exploitation of resources in an increasing unsustainable format and we work with students to develop their questioning of the world, reflection of the structures which manage society and the economy and how individuals can play a positive and impactful role in finding solutions moving forward.			

	reflect on their own lived			

KS4 Geography Year 10 – Year 11

Topic **Y10**	Urban Issues and Challenges: Global Trends and NEE case study	Challenge of Natural Hazards - Tectonics	Coastal Landscapes in the UK	Urban Issues and Challenges – UK, London case study.	Paper 3 – Fieldwork enquiry	Challenge of Natural Hazards – Climate change and UK extreme weather
End Points (knowledge and skills)	Y10 starts with our students exploring how and why global population patterns have changed. Urbanisation and the opportunities and challenges this creates in LIC/NEE cities is explored with a focused case study on Rio de Janeiro.	Natural hazards pose major risks to people and property will be the focus of our next topic and students will be able to define a natural hazard. We will then examine the physical processes which result in earthquakes and volcanoes and how the effects and responses to these vary dependent upon wealth.	The UK has a range of diverse landscapes. We will consider the physical process and characteristics that shape our coastline and the landforms they create. We will then consider the range of management strategies available to manage our coastlines. This topic is complemented in the summer term by the field trip to Hornsea where we consider the impact of coastal management.	Building on from the key concepts at the start of Y10 students will consider urban change in the UK and the variety of social, economic and environmental opportunities and challenges this creates. Urban sustainability will be considered in the context of managing resources and transport provision.	During the summer term we undertake our two contrasting field trips. We visit a coastal location to consider the impact of coastal management on physical processes and visit Derby city centre to evaluate the impact of local area regeneration.	This topic considers the evidence for climate change, the natural and human factors which cause climate change and the effects it has. Management of climate change is explored considering both mitigation and adaptation. The year concludes with a review of the UK's weather and the impacts of extreme weather events in the UK. Current Y10 are focusing on Living World due to new curriculum rolling forward.
What is assessed	At KS4 questions are weighted to reflect GCSE, as follows AO1 15%, AO2 25%, AO3 35% and AO4 25%. Each half term will conclude with a 50 mark exam question paper reflecting what the student has learnt to date in terms of GCSE content. Each week students will be assessed either through an exam question or a retrieval knowledge test. Homework will be set and response rates monitored with relevant interventions in place where identified.					
Key Vocabulary	High Income Country, Lower Income Country, Newly Emerging Economies, mega-cities, migration,	Hazard risk, natural hazard, conservative plate margin, constructive plate margin,	Arch, attrition, bar, beach, beach nourishment, cave, chemical weathering, cliff, deposition, dune regeneration, erosion, gabion, groyne, hard	Brownfield site, dereliction, economic opportunities, greenfield site, inequalities,	Enquiry question, primary data, secondary data, methodology, justification,	Adaptation, climate change, Mitigation, orbital changes, quaternary period, Extreme weather.

	natural increase, pollution, social opportunities, sanitation, squatter settlement, urbanisation, traffic congestion.	destructive plate margin, earthquake, immediate response, long-term response, monitoring, plate margin, planning, prediction, primary effects, protection, secondary effects, tectonic hazard, tectonic plate, volcano,	engineering, headlands and bays, hydraulic power, longshore drift, managed retreat, mass movement, mechanical weathering, rock amour, sand dune, sea wall, sliding, slumping, soft engineering, spit, stack, transportation, wave cut platform, waves.	integrated transport systems, rural-urban fringe, social deprivation, social opportunities, sustainable urban living, traffic congestion, urban greening, urban regeneration, urban sprawl, waste recycling.	appropriate, bar chart, located data, data presentation, analyse, anomalies, statistics, conclusion, validity, reliable, evaluation, limitations,	
Literacy skills developed (W/O/Ti 2)	Access, quality, assume, facilitate, ownership, simultaneously, sufficient, remote, revenue, perspective.	Technology, prepare, stability, context, observe, substantial, significant, examine, depend, capacity, alleviate.	Mitigate, scheme, assess, anxious, defend, emphasise, establish, legacy, objective, qualify.	Stabilise, welfare, vibrant, transform, compulsory, distribute, harness, attribute, adjacent, diverse, contamination,	Verify, translate, shift, technique, examine, connect, assess, attribute, conclude, contrast.	Moral, preservation, research, reflect, estimate, deteriorate, deduce, cooperate, attribute, adapt, mitigate.
Career Links (Employability, Career Opportunities)	Diplomat, United Nations.	Disaster management, structural engineer.	Civil engineer, Environment Agency	Architect, planning, real estate	Project manager	Climate scientist, environmental research
SMSC Links	Students, through the curriculum will develop a deeper awareness of different cultures and stages of development. They will investigate social issues linked to development and reflect on moral and ethical considerations linked to the use of resources and the distribution of wealth and the impact this has on resilience.					

Topic **Y11**	The Changing Economic World – global trends and NEE case study	The Challenge of Natural Hazards – Atmospheric Hazards	The Changing Economic World – UK case study	River Landscapes in the UK	Resource Management – energy	Revision and Pre-release
End Points (knowledge and skills)	This topic will consider global variations in economic development and quality of life. Students will review the causes, consequences of our even world and various strategies to reduce the development gap. Students will develop a case study around Nigeria as a NEE which is experiencing rapid economic development and consider the significant social, environmental and cultural changes this brings.	Building on the tectonics content studied in Y10 this unit considers global atmospheric circulation and then focuses on tropical storms. We firstly consider the physical conditions necessary for formation and then look at the structure and features of a storm. The impact of climate change is considered. Students then study Typhoon Haiyan to examine the effects, responses and management of these atmospheric hazards.	This section of the specification considers major changes in the UK economy over time and how they have affected and continue to affect UK employment patterns and regional growth. Students will review strategies which attempt to resolve regional differences and also consider the UKs place in the wider world moving forward.	The river topic builds on core concepts developed in coasts Y10 unit. Students will look at the physical features, processes and key landforms and then move onto consider the different management strategies which can be used to protect river landscapes from the effects of flooding.	This final element of specification content builds on the work done at the end of Y9 when students consider managing resources. This will be recapped and then focused on Energy. Energy will be considered in terms of global supply and demand and then students will consider strategies which can be used to increase supply and how we can move towards a more sustainable resource future in locations of contrasting wealth.	
What is assessed	At KS4 questions are weighted to reflect GCSE, as follows AO1 15%, AO2 25%, AO3 35% and AO4 25%. Each half term will conclude with a 50 mark exam question paper reflecting what the student has learnt to date in terms of GCSE content. Each week students will be assessed either through an exam question or a retrieval knowledge test. Homework will be set and response rates monitored with relevant interventions in place where identified. Y11 Mock exams will be 1.5 hours and be worth 88 marks, in line with the summer GCSEs.					

Key Vocabulary	Birth rate, death rate, demographic transition model, development, development gap, fairtrade, globalisation, GNI, HDI, Industrial structure, infant mortality rate, information technologies, intermediate technology, international aid, life expectancy, literacy rate, microfinance loans, TNC, trade.	Economic impact, environmental impact, extreme weather, global atmospheric circulation, immediate responses, long-term responses, management strategies, monitoring, planning, prediction, protection, primary and secondary effects, social impact, tropical storm.	Commonwealth, de-industrialisation, European Union, North-south divide (UK), post-industrial economy, science and business parks, service industries (tertiary industries), trade.	Abrasion, attrition, cross profile, dam and reservoir, discharge, embankments, estuary, flood, flood plain, soft engineering, flood plain zoning, flood relief channels, flood risk, flood warning, fluvial processes, gorge, hard engineering, hydraulic action, hydrograph, interlocking spurs, lateral erosion, levees, long profile, meander, ox-bow lake, precipitation, saltation, solution, channel straightening, suspension, traction, vertical erosion, waterfall.	Biomass, energy conservation, energy exploitation, energy security, fossil fuel, geothermal energy, hydro-electric power, nuclear power, renewable energy sources, solar energy, sustainable development, sustainable energy supply, wind energy.	
Literacy skills developed (W/O/Ti 2)	Corrupt, collaborate, distribute, hamper, cooperate, collaboration, capacity, measure, previous, stabilise, transform.	Contrast, evacuate, justify, altitude, contrast, assess, alleviate, estimate, hamper, moral, identify, significant, surge.	Overall, direct, contrast, diverse, consider, connect, capacity, function, authority, require, deprive, strengthen.	Intercept, require, replace, prepare, hamper, establish, disaster, defend, conservation, challenge, available, apparent.	Adapt, mitigate, collaborate, depend, encounter, evolve, legacy, prerequisite, substitute, technology.	

Career Links (Employability, Career Opportunities)	Economist, political advisor.	Disaster relief worker – planning and data analysis.	Government, Think Tank.	Civil engineering, environmental consultancy.	Utilities company management, real estate development.	
SMSC Links	Students develop a greater understanding of the interconnected nature of the global economy and their position within this. The impact and legacy of historical relationships is explored and the moral impact this has as a legacy in post-colonial Britain. Students will develop their critical thinking, dig deeper into cause and effect a core thinking skill which will support them in their post 16 placements.					