

## The Living World (Year 10)

**Rationale:** A relatively straight-forward topic, so it can be covered early in the course.  
 Chose the option of HOT DESERT as it is easier and we are not studying Glaciation (fits with Cold Environments option)  
 Teach rain forest first. Then Decision –making focus before moving on to HOT DESERTS. Deserts should be quicker for them to learn then and can re-visit skills from TRF topic.

**Prior knowledge** Year 8 - ecosystems

**Links to GCSE topics:** Climate change in the Natural Hazards topic.  
 Decision-making (paper 3). We already have a past paper to use (2019).  
 This topic links to Science GCSE

**R** Re-visited skills

	HEAD			HEART	HAND
Key ideas	Specification content	Case study	Learning activities and resources		
Ecosystems exist at a range of scales and involve the interaction between biotic and abiotic components.	<p><b>One example</b> of a small-scale UK ecosystem, to illustrate the concept of inter-relationships within a natural system, an understanding of producers, consumers, decomposers, food chain, food web and nutrient cycle.</p> <ul style="list-style-type: none"> <li>The balance between components. The impact on the ecosystem of changing one component.</li> <li>Overview of the distribution and characteristics of large scale, natural, global ecosystems.</li> </ul>	<p><b>Pond ecosystem</b></p> <p>Text book</p> <p>BBCbitesize</p> <p><b>Prior learning – Science KS 3 and GCSE curriculum</b>                      Make links to GCSE science</p>	<p>Learn key terms. Make glossary. Link to science knowledge. Re-inforce with Ecosystems bingo game.</p> <p>Draw food chain and food webs. Activities to complete using an unseen resource</p> <p>Make notes on human and physical factors which can upset balance and how components of an ecosystem are affected (e.g. Pond)</p> <p>Make a map of key biomes: <i>TRF, desert, savannah, tundra, taiga/boreal</i>. Characteristics of each to be drawn out using pictures &amp; text provided</p>	<p>Group activity - bingo</p>	<p>Draw accurate diagrams</p> <p>Compiling organized revision notes</p> <p>Map making Describe a geographical location</p>

<p><b>Tropical rainforest</b> ecosystems have a range of distinctive characteristics.</p>	<p>Physical characteristics of a TRF. Interdependence of climate, water, soils, plants, animals and people. To cover:</p> <ul style="list-style-type: none"> <li>• climate</li> <li>• location + reason</li> <li>• soil characteristics</li> <li>• plant adaptations</li> <li>• animal adaptations.</li> </ul> <p>Issues related to biodiversity.</p>		<p>Teach topic-by-topic OR as a group (if more able /capable. Can be powerpoint/video led with worksheets on each aspect.</p> <p>If group – use pack of resources or facts at work stations around room.</p> <p>Students teach one another their findings. Then test understanding through Q&amp;A / worksheets/ exam questions</p> <p>Teacher must ensure secure understanding as this will enable pupils to do the Hot deserts topic as a group activity or more independently /quicker later on.</p> <p>Prior learning – some will have investigated the rain forest when given a choice of biomes in year 8</p>	<p>Group work Initiative Communication</p>	<p><b>R</b> Draw a climate graph <b>R</b> Interpret a climate graph</p> <p><b>R</b> Annotated diagrams and photos</p>
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<p>Economic and environmental impacts of <b>deforestation</b></p>	<p>Changing rates of deforestation.</p> <p>A case study of a tropical rainforest to illustrate:</p> <ul style="list-style-type: none"> <li>• causes of deforestation –</li> <li>• impacts of deforestation -</li> </ul>	<p><b>Amazon region of Brazil</b></p> <ul style="list-style-type: none"> <li>• Tucuruí Dam</li> <li>• Carajás Iron Ore mine</li> <li>• Beef and soya production</li> </ul> <p>Peru in 2019 pre-release booklet</p>	<p>Powerpoint and film clips, satellite images, Google maps to illustrate fast paced of change in Amazon.</p> <p>Complete a table of notes on <b>causes</b> (commercial farming, logging, road building, mineral extraction, energy development, settlement, population growth)</p> <p><b>Mind map</b> the <b>impacts</b> (economic development, soil erosion, loss of biodiversity, contribution to climate change)</p> <p>Make reference to <b>AMAZON</b> regularly to re-inforce case study details</p> <p>Throw forward to economic development topic</p>	<p>Empathy - consider the impacts on different stakeholders: Native tribes, mining companies, farmers etc.</p> <p>How will their response / view vary?</p>	<p>Interpretation of graphs, satellite images to chart the rate of change GIS</p> <p>Use of a wide range of resources from 2019 pre-release booklet. Introduce the concept of decision-making</p>
<p>Sustainable management of TRF.</p>	<p>Value of TRF to people and the environment.</p> <p>Strategies used to manage the rainforest sustainably:</p> <ul style="list-style-type: none"> <li>• selective logging and replanting</li> <li>• conservation and education</li> <li>• ecotourism and international agreements about the use of tropical hardwoods</li> <li>• debt reduction.</li> </ul>	<p><b>Amazon region of Brazil</b></p> <p>Link to Climate Change in Natural Hazards topic.</p>	<p>Students to make note of at least 2 strategies (more able to cover more strategies). Cloze / writing frame available for less able</p> <p>Teach the case study using a variety of resources. Encourage to make it memorable ( e.g. mind map, colour, pics)</p> <p>Students make notes from textbook etc.</p> <p>Teacher to show how relevant content links back to the generic content in TRF topic and give guidance on importance of place specific detail (PSD)</p>	<p><b>Awareness of self</b></p> <p>How does this impact people in UK?</p> <p>(E.g. do we buy mahogany furniture? Likely impact of climate change on Europe?)</p>	<p><b>R</b> Develop the skill to compile a case study</p> <p><b>R</b> Practice learning place specific details and then apply in 9 mark exam questions</p>

<p>Characteristics of <b>hot deserts</b></p>	<ul style="list-style-type: none"> <li>• Physical characteristics HD</li> <li>• The interdependence of climate, water, soils, plants, animals and people.</li> <li>• How plants and animals adapt to the physical conditions.</li> <li>• Issues related to biodiversity.</li> </ul>		<p><b>Teach this after the TRF section</b>                  Use a different method to deliver this content (for variety and to avoid confusion with TRF) E.g.</p> <ul style="list-style-type: none"> <li>• climate detectives. Students are given hot desert plants and animals and have to reverse engineer/deduce what the ecosystem’s characteristics must be like.</li> <li>• Group make posters – on different aspects, then use them as teaching resource</li> <li>• Group activity - facts around room. Learn some /teach some. Make notes &amp; practise exam questions. Sample answers to be colour-coded so they can identify what makes a good answer</li> </ul> <p>Prior learning                  In year 8 - some will have chosen to investigate the hot desert biome</p>	<p>Initiative - how will you investigate a new environment?</p>	<p><b>R</b> Annotated sketches                  Description of location of ecosystem from an map</p> <p>Prior learning skills already learnt in yr 8</p> <p>Inference - what can you work out from evidence presented to you?</p>
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<p>Development of hot desert environments creates opportunities and challenges.</p>	<p><b>A case study</b></p> <ul style="list-style-type: none"> <li>opportunities: mineral extraction, energy, farming, tourism</li> <li>challenges of developing hot desert environments: extreme temperatures, water supply, inaccessibility.</li> </ul>	<p><b>Sahara Or THAR</b></p>	<ul style="list-style-type: none"> <li>Powerpoint and linked activities based on Sahara or Thar desert Cloze and paragraph writing tasks.</li> <li>Complete table of opportunities with named examples</li> <li>Mind map the challenges with ideas on how the problems can be overcome ( e.g. desalination plants, circular irrigation)</li> </ul>	<p>Empathy - how difficult is life in a hot desert?</p> <p>Draw on your own experience E.g. Las Vegas, Dubai, Egypt holidays?</p>	<p>Complete assessment booklet tasks: E.g. Comprehension based on text resource Interpretation of maps, photos, graphs</p>
<p>Areas on the fringe of hot deserts are at risk of desertification.</p> <p>We chose this option as it links better to deserts topic and we are not studying the glaciation topic in Physical landscapes unit</p>	<p>Causes of desertification:</p> <ul style="list-style-type: none"> <li>climate change</li> <li>population growth</li> <li>removal of fuel wood</li> <li>overgrazing</li> <li>over-cultivation and soil erosion.</li> </ul> <p>Strategies used to reduce the risk of desertification:</p> <ul style="list-style-type: none"> <li>water and soil management,</li> <li>tree planting and use of appropriate technology.</li> </ul>	<p>Example - <b>Sahel region of Africa</b></p> <p>Green Wall (Senegal clip) Stone lines (Burkina Faso?)</p> <p><a href="#">Link to climate change topic</a></p>	<p>EMPHASISE - in the exam pupils must SELECT this topic and AVOID 'cold environments' which we will not teach them</p> <p><b>CAUSES</b></p> <ul style="list-style-type: none"> <li>Watch TV clips ad make notes / mind map or complete worksheets.</li> <li>Encourage use of drawings to illustrate the causes and make revision notes more memorable.</li> </ul> <p>Prior learning - link to problems in savanna areas of Kenya yr8 plus expansion of cities</p> <p>Strategies to reduce risk</p> <ul style="list-style-type: none"> <li>Watch TV clips for stone lines and Green Wall</li> </ul>	<p><b>Awareness of others</b></p> <p>Assess the likely impact on local communities Homelessness, refugees, famine etc.</p>	

			<ul style="list-style-type: none"> <li>• Notes need to have place detail</li> <li>• Encourage discussion - why do these strategies not always succeed?</li> <li>• Draw out the idea of a need for international co-operation (Green Wall) and other factors (such as conflict) that divert funds from projects</li> <li>• Make sure that students are aware of steps/sequencing when answering exam questions. E.g. Write up notes as a flow diagram Problem → Cause → Solution Illustrated with examples.</li> </ul> <p>Must ensure they have a set of notes for revision</p> <p>Throw forward to Economic topic - APPROPRIATE TECHNOLOGY is a strategy to aid development</p>	<p>Aware of complex political situations e.g. conflicts, terrorism and the impact they have on local communities plus how they can limit the effectiveness of strategies to manage an environmental problem</p>	<p><b>R</b> Taking ideas from video and converting into notes</p> <p>Develop ideas into a sequence</p> <p>Practice exam questions (need to CHOOSE fringe of deserts in exam <u>NOT</u> cold environ.)</p>
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**END OF UNIT TEST** - common to all groups and entered on Tracking document. Also to do a practise paper 3 decision-making task as an assessment (PERU)

Identify common mis-conceptions / areas needing to be revisited. Therapy / green box tasks and re-test where necessary

Use of assessment booklets and homework tasks along the way.

**Mock exams** - This topic will feature in Wave 1 and 2 mock exams

## Special circumstances

<p><b>COVID 19 Home learning</b></p>	<p>At Half term the decision was taken to abandon the normal year 9 curriculum as summer exams were cancelled. Launched the GCSE topic of Living World. As it is relatively straight-forward and is also relevant to those pupils not opting for Geography, as it is also part of the science SPEC.</p> <p>Communicated via INSIGHT and TEAMS. Resources such as TEACHIT, EXAMPRO, SENECA, DODDLE, BBC Bitesize, Cool Geography, Geography Pods, Planet Lacey etc. were used.</p> <p>GCSE and KS 3 teaching materials were adapted to suit independent learning and to be accessible to pupils for differing ability. Worksheets were made so that answers could be typed upon. Digital copies were submitted for teacher feedback.</p> <p>Pupil's K/U will need to be assessed and re-visited when school re-opens. Approx. 50% of the year group will continue with this topic when they begin year 10 in September(?)</p> <p>GCSE exam questions were used within the home learning programme, bit progress not entered on Doodle.</p>
<p><b>Recovery curriculum /blended learning</b></p>	<p>This topic will be used for TRANSITION from year9 to 10 (as we do normally) based on the pre-release paper 3 (Peru road building scheme) Once school re-opens we will need to re-visit key aspects and give a proper assessment based on GCSE past paper questions.</p> <p>Emphasis depends on review of pupil's engagement with home learning. Baseline test is being considered.</p> <p>It is anticipated that teaching in September will focus on Living World topic - so the topic is completed without interruption</p>
<p><b>2022 exam cycle</b></p>	<p>It is EXPECTED that there will be no concessions for this cohort who should get a 'normal' 2 year GCSE course leading to exams in 2022</p> <p>All teaching to be planned to accommodate home learning in case of partial / delayed school re-opening, staggered teaching, pods without subject specialist, future imposition of lockdown etc. Still with a focus on Living World move onto HOT DESERTS aspect though. Pre-release does not lend itself to independent study for pupils of this age.</p>

**Urban Issues and Challenges (year 10)**

**Rationale:** To be taught in year 10, so that pupils are ready for the fieldwork element (based on impact of urban regeneration in Rhyll). It is possible to use case studies of places already familiar to pupils from the KS 3 curriculum (helpful for less able). A topic that pupils find more accessible/understandable as they have personal experience of living in an urban environment and can use familiar places in the UK as examples

**Prior learning:** Year 9 - urban areas and sustainable cities;  
year 8 - Shanty towns in Kenya;  
Year 7 – OS map skills

**Links to GCSE:** Impact of flooding (from UK physical landscapes) impact of climate change (from hazards unit).  
Can be used for teaching Issue evaluation & decision-making skills (examined in paper 3)

**R** - revisit skill

	<b>HEAD</b>			<b>HEART</b>	<b>HAND</b>
Key ideas	<b>Specification content</b>	<b>Case study</b>	Learning activities and resources		
A growing percentage of the world's population lives in urban areas.	<ul style="list-style-type: none"> <li>The global pattern of urban change.</li> <li>Urban trends in different parts of the world including HICs and LICs.</li> <li>Factors affecting the rate of urbanisation - migration (push - pull theory), natural increase.</li> <li>The emergence of mega-cities.</li> </ul>	In mapwork activity a variety of examples of HIC/LIC/NEE can be chosen	<ul style="list-style-type: none"> <li>Initial focus on the key terms linked to urbanisation.</li> <li>Look at differences between HIC and LIC- map activity where students use atlases to label some HIC/LIC/NEE countries and cities</li> <li>Introduce graphs to show urbanisation over time and urbanisation by region. Students complete written tasks to describe the patterns from these graphs. More able will look a comparison of regions.</li> <li>Brandt Line can be used here to show the original separation of rich and poor. Discuss the issues with using this line in present day</li> <li>Class discussion on what factors can lead to differing rates of urbanisation. Make table of push/pull factors <b>Link to year 8 - population topic</b></li> <li>Use website to discuss megacities <a href="https://www.visualcapitalist.com/mapping-the-worlds-new-megacities-in-2030/">https://www.visualcapitalist.com/mapping-the-worlds-new-megacities-in-2030/</a> Students complete the mega cities sheet</li> </ul>	Group discussion communication	<p>Accurate drawing of line graphs</p> <p>Idea of extrapolation</p> <p>Describing graphs</p> <p>Use of atlas to locate countries (HIC, NIC and NEE)</p> <p>Comprehension task</p>



<p>Urban growth creates opportunities and challenges for cities in LICs and NEEs.</p>	<p>A <b>case study</b> of a major city in an LIC or NEE to illustrate:</p> <ul style="list-style-type: none"> <li>the location and importance of the city, regionally, nationally and internationally</li> <li>causes of growth: natural increase and migration</li> <li>how urban growth has created opportunities:                     <p><b>social:</b> access to services – health, education; access to resources -water supply, energy</p> <p><b>economic:</b> how urban industrial areas can be a stimulus for economic development.</p> </li> <li>How urban growth has created <b>challenges:</b> <p>managing urban growth - slums, squatter settlements</p> <p>- providing clean water, sanitation</p> </li> </ul>	<p>Rio de Janeiro case study</p> <p>Blue text book and bbc bitesize and CGP revision guide</p>	<p><u>Rural-Urban Migration</u></p> <ul style="list-style-type: none"> <li>Reminder of definition of push and pull factors</li> <li>Class discussion of push factors for those living in the NE Brazil. Explore a variety of reasons ensuring students have specific stats they can use in exam questions.</li> <li>Students given a past paper question linked to why people migrate.</li> <li>Self-assessment of their answer using mark scheme</li> <li>Consider the pull factors for the SE Brazil – class discussion</li> <li>Exam question for students to complete</li> <li>Peer assessment of answers using mark scheme provided</li> </ul> <p>Prior learning - pupils studied Rocinha favela in Rio de Janeiro (year 8)</p> <p><u>Intro to Rio and favelas</u></p> <ul style="list-style-type: none"> <li>Show images of the favelas and video <a href="http://www.bbc.co.uk/learningzone/clips/life-in-the-favela-of-rocinha-rio-de-janeiro/1693.html">http://www.bbc.co.uk/learningzone/clips/life-in-the-favela-of-rocinha-rio-de-janeiro/1693.html</a></li> <li>Whilst students are watching this and going through the images, they create a list/spider diagram of what has attracted people to Rochina and they infer some of the impacts (encouraged to look at good and bad) of this migration. This can also be done by students being given an image of Rochina and they add annotations to it.</li> <li>This leads into discussion of the <b>challenges</b> facing the authorities and government. Case study resources in blue textbook can be used to supplement students' notes. Less able to focus on 5 facts / use mind map case study</li> <li>Opportunities – show students a variety of short video clips of interviews with people from the favela. <a href="https://www.bbc.co.uk/news/world-latin-america-27635554">https://www.bbc.co.uk/news/world-latin-america-27635554</a></li> </ul>	<p>Awareness of others – consider the push and pull factors driving migration for others.</p> <p>Peer assessment of work against set criteria</p>	<p>Map work – locating Rio in relation to the UK as well as on a more national scale</p> <p>Exam questions – students have to apply knowledge to an exam situation</p> <p>Use of a range of sources of information – just like they have in the exam.</p> <p>Extracting information from videos.</p>
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	<p>systems and energy</p> <ul style="list-style-type: none"> <li>-providing access to services - health and education,</li> <li>-reducing unemployment, crime</li> <li>-managing environmental issues - waste disposal, air and water pollution, traffic congestion.</li> </ul> <ul style="list-style-type: none"> <li>• An example of how urban planning is improving the quality of life for the urban poor.</li> </ul>		<ul style="list-style-type: none"> <li>• Show students one of the video clips – as a pair they can discuss the opportunities these people have that they wouldn't have in the NE. Create a list or table of these <b>opportunities</b></li> </ul> <p>Pupils must be clear on the meaning of terms OPPORTUNITY and CHALLENGE which are used in exam questions</p> <p><u>Management</u></p> <ul style="list-style-type: none"> <li>• Focus on; Self-help scheme, Light, condominal pipe system, road improvement &amp; waste disposal.</li> <li>• set up stations of information for the students or teacher led (powerpoint)</li> <li>• pupils create a table which has the problem in one column and the solution used.</li> <li>• Summary - a table of pros/cons.</li> <li>• Make aware of unusual solutions ( e.g. Cable car to allow access in favela).</li> <li>• Emphasise the need for PACIFICATION ahead of intervention.</li> <li>• Make clear what is done by Government/council /companies and what can be achieved by the favela residents</li> <li>• Consider how effective they are.</li> </ul> <p><b>Big question_</b> does everyone benefit? Who gained / lost out when favleas were regenerated for Rio Olympics?</p> <p><b>Exam technique</b></p> <ul style="list-style-type: none"> <li>• Teach how to SIGNPOST in longer answers</li> <li>• Get them familiar with how questions are worded in exams - can be confusing. <b>BUG</b> system.</li> <li>• Importance of place specific detail from case study</li> </ul>	<p>Empathy – have to put themselves into the position of living in a favela</p> <p>Awareness of challenges /opportunities in your own life</p> <p>Paired work – communication, leadership</p>	<p><b>R</b> Making a case study and being able to recall key facts</p> <p><b>R</b> 9 mark questions ('evaluate' or 'assess')</p> <p><b>R</b> Use of place specific detail</p>
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<p>Urban change in cities in the UK leads to a variety of social, economic and environmental opportunities and challenges.</p>	<p>Overview of the distribution of population and the major cities in the UK. A <b>case study</b> of a major city in the UK to illustrate:</p> <ul style="list-style-type: none"> <li>• the location and importance of the city in the UK and the wider world</li> <li>• impacts of national and international migration on the growth and character of the city</li> <li>• how urban change has created opportunities:                             <ul style="list-style-type: none"> <li>○ social and economic: cultural mix, recreation and entertainment, employment, integrated transport systems</li> <li>○ environmental: urban greening</li> <li>○ how urban change has created challenges:</li> </ul> </li> </ul>	<p>Liverpool (CGP revision guide) or Birmingham GCSE book</p>	<ul style="list-style-type: none"> <li>• Map activity, students label major cities in the UK to include the case study.</li> <li>• Activity to link the location of major cities to population distribution, using maps to show this. Look for patterns.</li> <li>• Using textbook/info. students to create a case study to show key features of the city.</li> <li>• Group work – each student within the group is responsible for researching and summarising the info that they share with the rest of the group to produce one case study.</li> <li>• Opportunity for ICT if computer room can be booked for class. Alternative is teacher guided through activity -</li> <li>• Show plenty of photos /Google street view /videos clips - so they can visualize a place they may never have visited</li> </ul> <p><b>Key areas they have to look at:</b></p> <ul style="list-style-type: none"> <li>• Location and importance of the city nationally and globally</li> <li>• Impacts of migration on the city and its character</li> <li>• <b>Opportunities</b> (social, economic and environmental)</li> <li>• <b>Challenges</b> (social, economic, environmental)</li> <li>• <b>Regeneration project</b> – changes that have been made and reasons for needing to regenerate.</li> </ul>	<p>Group work Communication skills Leadership</p>	<p>Map work Distribution maps ICT</p> <p>Using a range of unfamiliar sources of information to form a case study</p> <p><b>GIS</b> - Digimaps, Google Earth</p> <p>OS map skills in an urban setting Measure distance, area, 4 &amp; 6 fig. GR, direction, symbols</p>
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	<ul style="list-style-type: none"> <li>○ social and economic: urban deprivation, inequalities in housing, education, health and employment</li> <li>○ environmental: dereliction, building on brownfield sites, waste disposal</li> <li>○ the impact of urban sprawl on the rural-urban fringe and the growth of commuter settlements.</li> </ul> <p><b>An example of an urban regeneration project to show:</b></p> <p>reasons why the area needed regeneration</p> <p>the main features of the project.</p>		<p>Each pupil can then test their final case study by attempting exam questions and self or peer assessing them.</p> <p>Ensure they are aware of meaning of key words often used in exam questions:</p> <p style="text-align: center;"><b>Economic, social, environmental</b></p> <p><b>Regeneration project</b></p> <p><b>Birmingham</b> - e.g. Longridge, Bull Ring, Jewelry quarter</p> <p><b>Liverpool</b> - e.g. Liverpool One, Albert Dock, new cruise terminal</p> <p>Need to know the problems in the area being regenerated, the strategies used, effectiveness. Practice of an exam question to test how much place detail they are able to include</p> <p>Urban sprawl - use this to re-visit OS map skills. Recognizing different parts of a city relate to your chosen case study). Can use DIGIMAPs here too. Also, various examples in Essential Map Skills and basic Map Skills books</p> <p>Key terms to be in a glossary – e.g. commuter, urban sprawl, brownfield etc.</p> <p>Prior learning – year 9 – brownfield and greenfield sites Year 7 - OS map skills unit</p> <p>Throw forward to Economic Development unit</p>		<p>DIGIMAP - use tools to annotate a map of your chosen city or area within it</p>
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<p>Urban sustainability requires management of resources and transport.</p>	<p>Features of sustainable urban living:</p> <ul style="list-style-type: none"> <li>• water and energy conservation</li> <li>• waste recycling</li> <li>• creating green space.</li> </ul> <p>How urban transport strategies are used to reduce traffic congestion.</p>	<p>BedZED</p> <p>GCSE revision websites and books</p> <p>Or Freiburg</p> <p>Text book</p>	<p><b>Sustainable urban living</b></p> <ul style="list-style-type: none"> <li>• Give definitions of what sustainability means. 3 leg stool analogy. Apply to Crewe and Nantwich. Are these towns sustainable? <b>Prior learning - did this in year 9</b></li> <li>• Use the series of videos following to look at how sustainability has been applied to BedZED or an alternative example)</li> <li>• Students make notes on this example, with specific details. Then practice using PSD in exam questions</li> </ul> <p><a href="https://www.youtube.com/watch?v=FWHQVGZPFZI&amp;list=PLnu-J7YW27ScsoH10kGORuQA62_6EaoXN">https://www.youtube.com/watch?v=FWHQVGZPFZI&amp;list=PLnu-J7YW27ScsoH10kGORuQA62_6EaoXN</a></p> <p>Apply notes to exam questions, including a challenge one. EVALUATE / ASSESS focus.</p> <p><b>Prior learning - BEDZED studied in year 9. Some also aware of other examples (e.g. Tianjin – China; Greenwich millennium Village – UK; Masdar – UAE)</b></p> <p><b>Throw forward to climate change (Hazards topic – year 11)</b></p> <p>Use of videos to illustrate sustainable features and refer to local examples the pupils may be able to visit. E.g. Chester bus station – green roof; M&amp; S store at Ellesmere Port – green wall, water recycling, grey water to flush loos</p> <p>Green corridors (Chicago). Make notes and add pictures to be memorable</p>	<p>Awareness of self - are you part of the problem or affected by the consequences?</p> <p>Awareness of others - global impacts on people's quality of life</p>	<p>Recognize features of an urban environment from photographs &amp; satellite images</p> <p>Ability to understand more complex exam questions</p> <p><b>R</b> Ability to utilize place details in 6 and 9 mark questions</p> <p>Understanding how to evaluate or assess the success of urban regeneration strategies</p>
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		<p><b>Transport strategies</b>                  Can use one city - but pupils can be given a choice and make notes on that</p> <p><b>London</b> –congestion charging, Tube, Oyster Card system, Boris Bikes etc.</p> <p><b>Cambridge</b> – park and ride scheme, cycle lanes</p> <p><b>Manchester</b> - Metrolink Trams</p> <p>Link to your chosen UK city or local example:</p> <p><b>Liverpool</b> has bike hire, integrated transport system (Mersey Travel – ferries, buses, rail)</p> <p><b>Chester</b> – park and ride, cycle lanes, gas-powered buses, pedestrianized areas.</p> <ul style="list-style-type: none"> <li>• Can they picture a place they know and visualize how easy is it to get around without a car?</li> <li>• Use a range of transport maps – so pupils are familiar with different to display transport links</li> <li>• E.g. topological such as London Underground map, exam questions often have useful example</li> <li>• Consolidate learning with regular use of assessment booklets and re-visit as needed.</li> </ul>		<p>Topological maps</p> <p>Ability to understand local town maps                  e.g. cycle route map of Chester</p>
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<p><b>FIELDWORK</b> 2 enquiries, to include <b>primary data</b>, collected as part of a fieldwork exercise. <b>The 2nd enquiry will be based on the COASTS topic (see that section of the SOW)</b></p>	<p>The two enquiries must be carried out in <b>contrasting environments</b> and show an understanding of both <b>physical and human Geography</b>. To cover aspects of the process of geographical enquiry:</p> <ul style="list-style-type: none"> <li>• Suitable question for geographical enquiry</li> <li>• Selecting, measuring and recording data appropriate to the chosen enquiries</li> <li>• Selecting appropriate ways of processing and presenting fieldwork data</li> <li>• Describing, analysing and explaining fieldwork data</li> <li>• Reaching conclusions</li> </ul> <p>Evaluation of geographical enquiry.</p>	<p><b>RHYL locations:</b> pedestrian zone, side streets, promenade  for studying the urban environment</p>	<p>Teach the sequence of an enquiry. Risk assessment, sampling technique, setting question or hypothesis, data collection, analysis, evaluation and conclusion.</p> <p>Apply generic fieldwork approaches to the specific setting the pupils will use (RHYL).</p> <p>Before trip - consider the social and economic issues affecting Rhyl Use data provided by teacher and/or individual research</p> <p>In the field pupils will record data in a fieldwork booklet – so they need to become familiar with that in advance.</p> <p>Follow-up work in class will involve collating results, choosing appropriate presentation methods, drawing maps, graphs etc. Analysis of the results. Guide through evaluation of whether the data is accurate, results are reliable etc. Make a conclusion and scaffold how to evaluate success of the enquiry. E.g. hypothesis testing, reliability of conclusions, suggestions for further investigation etc. <b>Prior learning – data collection and analysis in years 7, 8 and 9</b></p> <p>Practise answering generic and focused exams Qs</p> <p>Use SAMPLE answers and teach signposting technique</p>	<p>Personal judgement / do your views differ from others and why?</p> <p>Pair and group work in the field</p> <p>Awareness of risk factors for themselves and others when working in the field.</p> <p>Personal safety and responsibility for others</p>	<p><b>Fieldwork skills:</b></p> <ul style="list-style-type: none"> <li>• Survey of opinions about Rhyl via questionnaire</li> <li>• Environmental quality survey</li> <li>• Sampling strategy</li> <li>• Direct observation Some may take photo or do a field sketch.</li> </ul> <p>Secondary data - to be done in class</p> <p>Choosing appropriate data presentation methods</p> <p>Drawing graphs, maps etc. to display data</p> <p>Data analysis</p> <p>Evaluation of success of investigation</p>
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**END OF UNIT TEST** - common to all groups and entered on Tracking document

Identify common mis-conceptions / areas needing to be revisited. Therapy / green box tasks and re-test where necessary

**MOCK EXAMS** - this topic will be on both Wave 1 and Wave 2 mock.

It is a likely topic for Paper 3 Issue evaluation also, so should be done as an example WHEN a relevant pre-release has been issued by AQA.

## Special circumstances

<p><b>2021 exam cycle</b></p>	<p>It is EXPECTED that there will be no requirement for fieldwork to be carried out as it is PROPOSED to remove fieldwork questions from paper 3 in 2021 exam cycle. This will free up some time for teaching of content and catch up missed school days.</p> <p>Rhyl field trip not needed for the 2019-2021 cohort only</p> <p>Paper 1 and 2 remained unchanged so there is still a significant amount of content to deliver. We may have less time for reviewing /revising year 10 topics ahead of mock exams.</p> <p>Encourage more pupils to buy a revision guide / flashcards and begin to re-visit year 10 topics independently in homework time (or home learning) – so pupils are prepared for mocks Wave 1 ( timing to be decided by SLT)</p> <p>PAPER 3 (wave 2 only) - we do not yet know what the 2020 topic focus was for 2020 paper 3 exam. <b>If</b> it is an URBAN topic, this will be used to revisit the topic and develop the skills needed to tackle Issue Evaluation and Decision Making exam questions</p>
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## Physical landscapes of the UK (year 10)

**Rationale:** Teach RIVERS before COASTS. Pupils benefit from studying coasts shortly before field trip  
 Topic can be revisited when Hazards topic (Extreme weather) is taught in year 11.  
 Good opportunity to re-visit basic OS map skills and photo interpretation in this topic also.  
 Flood management and Coastal defences lend themselves to DECISION-MAKING aspect which is assessed in Paper 3 exam, so this is a useful introduction.

**Links to prior learning** - year 7 - Boscastle flood and year  
 Year 8 - coastal processes and landforms.  
 Years 7, 8 & 9 have all have opportunity for primary data collection and data analysis  
 Year 9 have done some decision-making.

**Links to other GCSE topics** - Extreme weather (Natural Hazards topic), Geographical Investigation and Decision-making

**R** - re-visited skill

	HEAD			HEART	HAND
Key ideas	Specification content	Case study	Learning activities and resources		
The UK has a range of diverse landscapes.	Location of major upland/lowland areas and river systems.		Map making - atlas work  Prior learning - year 7 UK place knowledge		Map of key areas in UK
Different management strategies can be used to protect coastlines from the effects of physical processes.	The costs and benefits of: <ul style="list-style-type: none"> <li>• <b>hard engineering</b> – sea walls, rock armour, gabions and groynes</li> <li>• <b>soft engineering</b> – beach nourishment and re-profiling, dune regeneration</li> <li>• <b>managed retreat</b> – coastal realignment.</li> </ul> One example of a UK coastal management scheme: <ul style="list-style-type: none"> <li>• the reasons for management</li> <li>• the management strategy</li> <li>• the resulting effects and conflicts.</li> </ul>	Holderness or Happisburgh          Detail of Mappleton scheme and impact on coastal community to the south	Construct a costs/benefits table for each strategy, using information in PowerPoint and / or card sort Teach a case study, using powerpoint to demonstrate how to make a sketch map  Issue evaluation exercise for alternative/proposed schemes to develop paper 3 skills.  Use text book or a past paper example <b>when available</b> Throw forward to skills needed for paper 3 Pre-release decision making activity	Awareness of others – empathy for plight of local farmer  Mappleton Big idea – who should pay?	Use DIGIMAPS to show changes in the coast e.g. Mappleton.  R OS map skills.  9 mark exam questions - focus on command word 'evaluate'.  GIS - Google Earth skills

					Decision-making - stress how to give both sides of an argument and reach a supported conclusion
The shape of river valleys changes as rivers flow downstream.	<p>The long profile and changing cross profile of a river and its valley.</p> <p>Fluvial processes:</p> <ul style="list-style-type: none"> <li>erosion – hydraulic action, abrasion, attrition, solution, vertical and lateral erosion</li> <li>transportation – traction, saltation, suspension and solution</li> <li>deposition – why rivers deposit sediment.</li> </ul>	Watch TV programme on River Tees to illustrate change downstream	<ul style="list-style-type: none"> <li>Teach long and cross-profile with emphasis on recognizing the changes downstream.</li> <li>Complete a table to summarise features of each stage</li> <li>Pupils make diagrams and notes and re-inforce with animations/diagrams/TV clips.</li> <li>Ensure they are aware of <b>similarities</b> with processes in river environment BUT avoid confusion.</li> <li>Look at wording of short answer questions (command words)</li> </ul>	<p>Can be pair work - produce poster of a process</p> <p>Teach to another person, they take over your poster and teach it to next person</p> <p>Communication</p>	<p>Make a cross- section diagram from OS map</p> <p>Ability to understand relief based on contour pattern</p>
Distinctive fluvial landforms result from different physical processes.	<p>Characteristics and <b>formation of landforms resulting from erosion:</b> <i>interlocking spurs, waterfalls and gorges.</i></p> <p>Characteristics and <b>formation of landforms resulting from erosion and deposition:</b> meanders and oxbow lakes.</p> <p>Characteristics and <b>formation of landforms resulting from deposition:</b> <i>levées, flood plains and estuaries.</i></p> <p>An <b>example of a river valley in the UK</b> to identify its major landforms of erosion and deposition.</p>	<p>Named examples from River Tees</p> <p>High Force Waterfall</p> <p>Meanders near Yarm</p> <p>Estuary at Middlesbrough</p>	<p><b>Focus on understanding sequence and processes</b></p> <ul style="list-style-type: none"> <li>Note making - emphasis on how named processes lead to formation of each landform, with clear labelled diagrams</li> <li>Re-inforce through modelling (Playdoh) mini white board and add annotations.</li> <li>OS map use/cross profiling skills.</li> <li>Photo interpretation and ability to draw sketch from photo</li> <li>Make a double-page spread of photos &amp; text around map of Tees basin</li> </ul>	Pair work for model making	<p><b>R</b> OS map skills - revisit with reference to River Tees in essential Mapskills book</p> <p><b>R</b> Accurate labelled diagrams</p> <p>Use DIGIMAPS and GoogleEarth to locate named features</p> <p>Ability to apply BUG and PEEL in exam questions</p>
Different <b>management strategies</b> can be used to protect river landscapes	How physical and human factors affect the flood risk – precipitation, geology, relief and land use.	<p>Boscastle</p> <p>Link to storm Dennis or Desmond <a href="#">throw forward to</a></p>	<ul style="list-style-type: none"> <li>To understand hydrographs draw / label one. Define key terms E.g. lag time.</li> <li>Use a living graph idea to help understanding of hydrograph</li> </ul>	<p>Empathy for those affected by flood</p> <p>Awareness of self - Investigate flood risk near your house</p>	Graphical skill Draw and interpret hydrographs

<p>from the effects of flooding.</p>	<p>The use of <b>hydrographs</b> to show the relationship between precipitation and discharge.</p>		<ul style="list-style-type: none"> <li>• Make table to show <b>human and physical factors</b> which increase flood risk.</li> <li>• Explanation, with supporting information such as photographs, fact cards to aid understanding.</li> <li>• Teacher taught/led activity on costs and benefits with pupils completing table. Classify – card sort –into the 2 groups</li> </ul> <p><b>Optional big question:</b> Enquiry/Mystery activity with structured write up E.g. "Why has a dam just been finished at Mitford, Northumberland?"</p> <ul style="list-style-type: none"> <li>• <a href="#">Morpeth Herald website</a></li> <li>• "Why has Somerset launched a 20 year flood plan?"</li> <li>• <a href="#">Somerset Newsroom</a></li> </ul> <ul style="list-style-type: none"> <li>• NB the more current the better and can be <b>linked with UK extreme weather topic (revisit floods when covering hazards topic)</b></li> <li>• e.g. UK floods February 2019</li> </ul> <p><b>Use for decision-making practice (paper 3 requirement)</b> <b>Link to extreme weather topic. This case study could be re-used so it serves 2 topics for less able</b></p> <p><b>Prior learning: year 7 Flood topic and case study – Boscastle</b></p> <p><b>Year 9 used flood risk maps in local area investigation</b></p>		<p>Higher ability – recurrence interval</p> <p>Use of Environment Agency flood risk maps</p>
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	<p>The costs and benefits of the following management strategies:</p> <ul style="list-style-type: none"> <li>• <b>hard engineering</b> – <i>dams and reservoirs, straightening, embankments, flood relief channels</i></li> <li>• <b>soft engineering</b> – <i>flood warnings and preparation, flood plain zoning, planting trees and river restoration.</i></li> </ul> <p><b>Example of a flood management scheme in the UK to show:</b></p> <ul style="list-style-type: none"> <li>-why the scheme was required</li> <li>-the management strategy</li> <li>-the social, economic and environmental issues.</li> </ul>		<p><b>CASE STUDY - BOSCASTLE or similar</b></p> <p>Use poweproint (Dino), bbc bitesize and TV clips ( Boscastle 10 years on)</p> <p>Utilize the flood management plan to investigate a range of hard and soft engineering approaches to management of flood risk in Boscastle (it has been used in exam question on new SPEC)</p> <p>Fill in worksheet or make own case study with sub-headings:</p> <ul style="list-style-type: none"> <li>• <b>Causes</b> – natural and man-made</li> <li>• Short and long term <b>impacts</b> (make a clear distinction between SOCIAL, ECONOMIC an ENVIRONMENTAL impacts)</li> <li>• Short and long term <b>responses</b></li> <li>• Re-establish what are HARD and SOFT engineering approaches</li> <li>• <b>Evaluate its effectiveness</b> - do a 9 marker to show pupils can do this</li> </ul>		<p><b>R</b> Use place specific detail (PSD) to provide evidence to back up your points.</p> <p><b>R</b> Ability to evaluate /assess in 9 mark questions</p> <p><b>R</b> able to understand /interpret information in a map or plan</p>
<p>The coast is shaped by a number of physical processes.</p>	<p>Wave types and characteristics. Coastal processes:</p> <ul style="list-style-type: none"> <li>• <b>weathering</b> processes – mechanical, chemical</li> <li>• <b>mass movement</b> – sliding, slumping and rock falls</li> <li>• <b>erosion</b> – hydraulic power, abrasion and attrition</li> <li>• <b>transportation</b> – longshore drift</li> <li>• <b>deposition</b> – why sediment is deposited in coastal areas.</li> </ul>		<ul style="list-style-type: none"> <li>• Pupils make clear labelled diagrams/notes to show knowledge of key processes.</li> <li>• Teacher led explanation of processes using videos and animations.</li> <li>• Make a glossary of key terms.</li> <li>• May act out longshore drift process with line of pupils being the wave, moving a pupil along in the zig- zag manner</li> <li>• Be the expert - make poster as group, people move around to learn from others in class</li> </ul> <p>Prior learning - Holbeck Hall landslide (year 8)</p>	<p>Understanding gained from kinesthetic learning</p> <p>Group task Communication</p>	<p><b>R</b> Annotated diagrams</p> <p><b>R</b> Ability to understand short answer GCSE questions</p> <p>Recognise evidence that a process has occurred from a photo</p>
<p>Distinctive coastal landforms are the result of rock type,</p>	<p>How geological structure and rock type influence coastal forms. Characteristics and formation of <b>landforms resulting from erosion:</b></p>		<p>Teacher led/taught using videos and animations.</p>	<p>Pair work Modelling (play doh) E.g. cave/arch/stack/stump sequence</p>	<p><b>R</b>- model making <b>R</b> OS map skills <b>R</b> Interpreting photographs</p>

<p>structure and physical processes.</p>	<p><i>headlands and bays, cliffs and wave cut platforms, caves, arches and stacks.</i>                  Characteristics and <b>formation of landforms resulting from deposition</b>: <i>beaches, sand dunes, spits and bars.</i></p> <ul style="list-style-type: none"> <li>• <b>An example of a section of coastline in the UK</b> to identify its major landforms of erosion and deposition.</li> </ul>	<p>Use real life examples</p> <p>Holderness coast (Flamborough Head, Spurn Head etc.) or Dorset (e.g. Old Harry, Durdle Door, Lulworth Cove etc.)</p>	<ul style="list-style-type: none"> <li>• Use 6 mark questions to test understanding. Re-enforce BUG and PEEL strategies</li> <li>• Emphasize need to give sequence and name/explain relevant processes that lead to formation of each landform</li> <li>• Use photos, linked to base maps with annotation /explanation.  <b>Prior learning - coastal processes and landforms Old Harry (year 8)</b></li> </ul> <p>Teach how to Interpret/recognize features from OS maps and photos</p> <p>6 mark questions - Emphasize written answers can clearly show sequence</p>	<p>Storyboard for sequence of events in formation of a landform</p> <p>Be the expert / hot seat - to teach others in class</p> <p>Peer judging against set criteria</p>	<ul style="list-style-type: none"> <li><b>R</b> Draw annotated sketch.</li> <li><b>R</b> Develop skill of making Case study in an easy to learn format and practise use of place specific detail (PSD)</li> <li><b>R</b> In 6 mark questions - show sequence of events / explain link between process and landform</li> </ul>
<p>Different management strategies can be used to protect coastlines from the effects of physical processes.</p>	<p>The costs and benefits of the following management strategies:</p> <ul style="list-style-type: none"> <li>• <b>hard engineering</b> – sea walls, rock armour, gabions and groynes</li> <li>• <b>soft engineering</b> – beach nourishment and re-profiling, dune regeneration</li> <li>• <b>managed retreat</b> – coastal realignment.</li> </ul> <p><b>One example of a coastal management scheme in the UK</b> to show:</p> <ul style="list-style-type: none"> <li>• the reasons for management</li> <li>• the management strategy</li> <li>• the resulting effects and conflicts.</li> </ul>	<p>Holderness coast (Mablethorpe)</p> <p>or Happisburgh</p> <p>or Dorset (Lyme Regis)</p> <p><b>Prior learning – yr 8 hard engineering methods</b></p>	<p><b>Link to FIELDWORK- RHYL</b></p> <p>Costs/benefits table for each strategy, either taught or card sort/info search from provided resources.</p> <p>Taught study based on powerpoint/videos etc.</p> <p>Focus on</p> <ul style="list-style-type: none"> <li>• reasons for management</li> <li>• Strategies used</li> <li>• Effectiveness (cost benefit analysis)</li> <li>• Conflicts</li> </ul> <p><b>Decision-making - stress how to give both sides of an argument and reach a supported conclusion</b></p> <p>Use past paper examples and pre-release <b>(when available)</b></p> <p>Use sample answers to demonstrate how to write a good answer to an EVALUATION /ASSESS question (Signposting strategies).</p> <p>Colour-coding activity to show different elements of an answer</p>	<p>Awareness of others</p> <p>E.g. plight of local farmer and residents who cannot get insurance.</p> <p>Mablethorpe</p> <p>Big idea – who should pay?</p>	<p>Use DIGIMAPS to illustrate changes in the coast e.g. Mablethorpe.</p> <ul style="list-style-type: none"> <li><b>R</b> OS map skills.</li> </ul> <p>9 mark exam questions - focus on command word 'evaluate'.</p> <p>GI - Google Earth skills</p> <ul style="list-style-type: none"> <li><b>R</b> Use of PSD in 9 mark answer and ability to 'evaluate'</li> </ul>

<p><b>FIELDWORK</b> 2 enquiries, to include <b>primary data</b>, collected as part of a fieldwork exercise.</p> <p>The 2<sup>nd</sup> enquiry will be based on the <b>URBAN</b> topic (see that section of the SOW)</p>	<p>The two enquiries must be carried out in <b>contrasting environments</b> and show an understanding of both <b>physical and human</b> Geography.</p> <p>In at least 1 enquiry show an understanding of the <b>interaction</b> between physical and human geography</p> <p>To cover aspects of the process of geographical enquiry:</p> <ul style="list-style-type: none"> <li>• Suitable question for geographical enquiry</li> <li>• Selecting, measuring and recording data appropriate to the chosen enquiries</li> <li>• Selecting appropriate ways of processing and presenting fieldwork data</li> <li>• Describing, analysing and explaining fieldwork data</li> <li>• Reaching conclusions</li> <li>• Evaluation of geographical enquiry.</li> </ul>	<p><b>RHYL locations:</b></p> <ul style="list-style-type: none"> <li>• <b>Beach and promenade</b></li> <li>• Town centre (urban focus)</li> </ul> <p>This action fulfils the need to cover <b>INTERACTION</b> between physical and Human environment</p>	<p>Teach the sequence of an enquiry. Risk assessment, sampling technique, setting question or hypothesis, data collection, analysis, evaluation and conclusion.</p> <p>Apply generic fieldwork approaches to the specific setting the pupils will use (RHYL).</p> <p>In the field pupils will record data in a fieldwork booklet – so they need to become familiar with that in advance.</p> <p>Follow-up work in class will involve collating results, choosing appropriate presentation methods, drawing maps, graphs etc. Analysis of the results. Guide through evaluation of whether the data is accurate, results are reliable etc. Make a conclusion and scaffold how to evaluate success of the enquiry. E.g. hypothesis testing, reliability of conclusions, suggestions for further investigation etc.</p> <p>Prior learning – data collection and analysis in years 7, 8 and 9</p> <p>Practise answering generic and focused exams Qs</p> <p>Use <b>SAMPLE</b> answers and teach signposting technique</p>	<p>Field trip - consider scale of risk to residents who live in Rhyl</p> <p>Personal judgement / do your views differ from others and why?</p> <p><b>Big question</b> - how is coastal management different in Rhyl compared to your case study? Why?</p> <p>Pair and group work in the field</p> <p>Awareness of risk factors for themselves and others when working in the field.</p> <p>Personal safety and responsibility for others</p>	<p><b>Fieldwork skills:</b></p> <ul style="list-style-type: none"> <li>• Bi-polar survey</li> <li>• Measure groynes</li> <li>• observation</li> <li>• Sampling strategy</li> <li>• Direct observation</li> </ul> <p>Could also include taking of photos, field sketching.</p> <p>Secondary data - to be done in class</p> <p>Choosing appropriate data presentation methods</p> <p>Drawing graphs, maps etc. to display data</p> <p>Data analysis</p>
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**ASSESSMENT**

**END OF UNIT TEST** - common to all groups and entered on Tracking document.

Use of DODDLE to record progress (RAG) and identify strengths/weaknesses of individual pupils.

Identify common mis-conceptions / areas needing to be revisited. Therapy / green box tasks and re-test where necessary

**Exams** - This topic is tested at end of year 10 and then in Wave 1 and wave 2 Mocks

**Fieldwork** - to be tested in Wave 2 set of Mock exams and then re-visit problem areas

## Special circumstances

<p><b>COVID 19</b> <b>Home learning</b></p>	<p>Coasts topic was covered via home learning based on CV access folders, INSIGHT and TEAMS. TEACHIT, EXAMPRO, SENECA, DODDLE, BBC Bitesize, Geography Pods, Planet Lacey etc. were used.</p> <p>Teaching materials were adapted to suit independent learning. Worksheets were made so that answers could be typed upon. Digital copies were submitted for teacher feedback.</p> <p>Pupil's K/U will need to be assessed and re-visited when school re-opens.</p> <p>Use of Doodle codes and GCSE questions to chart progress and ensure that a TP3 grade could be calculated via Doodle. GCSE exam questions were used within the home learning programme.</p>
<p><b>Recovery curriculum</b> <b>/blended learning</b></p>	<p>We will need to re-visit key aspects and give a proper assessment based on GCSE past paper questions. Emphasis depends on review of pupil's engagement with home learning. Use Doodle Smith Pro Formas to indicate individual's strengths / weaknesses. Analysis of class performance to identify common areas of weakness.</p> <p>It is anticipated that teaching in September will focus on HAZARDS topic. Coasts will be picked up at a later date ( unless the exam boards insist we have to do fieldwork)</p>
<p><b>2021 exam cycle</b></p>	<p>It is EXPECTED that there will be no requirement for fieldwork to be carried out as it is PROPOSED to remove fieldwork questions from paper 3 in 2021 exam cycle. This will free up some time for teaching of content and catch up missed school days.</p> <p>Paper 1 and 2 remained unchanged so there is still a significant amount of content to deliver. Encourage more pupils to buy a revision guide / flashcards. Re-work the assessment booklets? Pupils do revision / exam practice in home learning time?</p> <p>All teaching to be planned to accommodate home learning in case of partial / delayed school re-opening, staggered teaching, pods without subject specialist, future imposition of lockdown etc. Choose EASIER topics? Case studies?</p>

**The Changing Economic World (Year 11)**

Rationale: A complex topic with many components which link to other aspects of the SPEC, so it is best taught in year 11.  
 Allows us to revisit some prior GCSE content to draw out interrelated nature of Geography (throw forward to A level)

**Prior learning:** Year 7 - sport can be used to help a country develop economically (London and Rio Olympics).  
 Year 8 - impact of population on economic development of a country (E.g. one child policy in China and Demographic Transition Model); Kenya (impacts of tourism).  
 Year 9 - level of economic development impacts a country’s ability to cope with hazards; Tourism topic (eco-tourism)

**Links to other GCSE topics:**

- Urban issues and challenges** (e.g. link to Rio de Janeiro);
- Hazards** (how level of economic development helps or hinders the response the hazards);
- Rivers** - River Tees, industry in estuary area plus reasons for its decline;
- Living World** - Impacts of deforestation and economic reasons why rain forests should be utilised for mining etc.  
 Stone lines in Burkina Faso is intermediate technology;
- Resource management** - local scheme and large scale scheme to reduce food/water insecurity;  
 Link to HISTORY - Industrial Revolution. Some links to Business Studies / economics

**R Revisit skill**

	HEAD			HEART	HAND
Key ideas	Specification content	Case study	Learning activities and resources		
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 <b>economic and social measures of development:</b> <i>gross national income (GNI) per head, birth and death rates, infant mortality, life expectancy, people per doctor, literacy rates, access</i>		Introduction - get students familiar with use of a wide range of ways to present economic data. E.g. topological maps, Gapminder website. Refer to Brandt line map (done in Urban topic) as a starting point and consider if it is still accurate/relevant <a href="#">link to urban topic</a>	Awareness of others - how are lives affected by level of economic development? Inequalities in education, health care etc.	Proportional circles R scatter graphs  R Topological maps R ability to name places on a world map  R Brandt line map



	<p><i>to safe water, Human Development Index (HDI)</i></p> <p>Limitations of economic and social measures. Links between stages of the Demographic Transition Model and the level of development</p>		<p><b>Methods of measuring economic development</b> - Teacher guidance to make a glossary of key terms plus a table to show the <b>benefits</b> and <b>problems</b> of using them ( at least 5)</p> <p>Teacher to use appropriate examples to illustrate that <b>averages cover up inequalities</b> in wealth, access to education, gender issues etc. (E.g. Saudi Arabia). <b>Discussion</b> –UK where are places above/below the UK average for some key measures and why?</p> <p>Consider the issue of relying on one measure, so it builds up to idea of the Human Development index (HDI) - ensure pupils know it has <b>economic, health</b> and <b>education</b> components.</p> <p><i>Classification task</i> - to put into correct group. Can be colour-coded or written in table or cloze activity for less able Worksheets (TEACHIT) and assessment booklet questions to test K/U development indicators</p> <p><b>Demographic Transition model -</b> <b>Prior learning - year 8 population topic</b> Ensure they understand the link between Death rate, Birth Rate and overall population. Highlight an example of a country at each stage.</p> <p>Compile a graph or annotate an existing one. Living graph activity for DTM if possible.</p>	<p>Relate to your own experience/ opportunities</p> <p>Awareness of inequality and why it occurs / impacts of it on different groups of people</p>	<p><b>R</b> Demographic transition model</p> <p><b>R</b> Line graphs (DTM)</p> <p><b>R</b> Flow line maps to show pattern of trade</p>
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	<p>Causes of uneven development: physical, economic and historical</p> <p>Consequences of uneven development: disparities in wealth and health, international migration.</p>		<p>Diamond 9 ranking activity based on the measures of development and quality of life. Pupils to consider which of the measures should a country solve/improve to further its development?</p> <p>DTM and its limitations. DTM is based on births and deaths as a means of reflecting wider processes. More able students write critique of the DTM, using examples of countries and their birth and death rates to place</p> <p><b>Causes of uneven development</b></p> <ul style="list-style-type: none"> <li>Teacher led activity to cover 3 factors allowing chance to re-visit relevant content from other GCSE topics);</li> </ul> <p><b>Physical</b> (relief, climate, natural hazards  <a href="#">Link to hazards and Living World topic (rain forest and Hot desert)</a></p> <p><b>Economic</b> (trade, debt, tariffs) <a href="#">link to resource Management topic</a></p> <p><b>Historical</b> (former colonies, conflict)</p> <p><b>Consequences of uneven development.</b></p> <ul style="list-style-type: none"> <li>Teacher led – How does it affect at country’s ability to apply global influence.</li> <li>Look at maps of Commonwealth, EU, migration routes etc.- to re-enforce location knowledge.</li> </ul>	<p>Decision-making - can you justify your classification of importance?</p>	<p><b>R</b> Location maps - describe pattern, name specific places shown on a map</p>
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			<ul style="list-style-type: none"> <li>• Use maps/statistics to show inequality in health &amp; wealth (e.g. life expectancy in different African countries, Japan and Nigeria as examples of countries with ageing /young populations)</li> <li>• Emphasise that inequality can lead to <b>MIGRATION</b> as people move for a better life. Key idea in Geography – cause and effect. Sequence – one things lead to another / know on effects. Give pupils the chance to demonstrate they can do this via an exam question.</li> </ul> <p><b>Big Question</b> – how will Brexit affect the UK’s global influence? How has the balance of power shifted? (E.g. look at China’s changing influence)</p> <p>Link to Urban topic - revisit relative global power of UK and Brazil Compare life expectancy, death rate, GDP etc. in different parts of Brazil Disparity in wealth /health in Rio Favelas compared to affluent areas, S.E Brazil compared to NE. Brazil (re-visit push –pull factors for rural-urban migration).</p> <p>Link to Living World - deforestation in Brazil and exploitation of resources in Hot desert environment</p> <p>Link to rural-urban migration and consider problem of refugees</p>		<p><b>R</b> Interpret statistics, manipulate numbers, do calculations</p>
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<p>Various strategies exist for reducing the global development gap.</p>	<p>Overview of the strategies used to reduce the development gap:</p> <ul style="list-style-type: none"> <li>• Investment</li> <li>• industrial development</li> <li>• tourism</li> <li>• aid</li> <li>• using intermediate technology</li> <li>• fair trade</li> <li>• debt relief</li> <li>• microfinance loans.</li> </ul> <p><b>One example</b> of how the growth of tourism in an LIC or NEE helps to reduce the development gap.</p>	<p>Tanzania or Kenya</p> <p>GCSE revision websites, CGP book and text book</p>	<p>Make glossary of key terms Pupils can fill in worksheets / make table to show the benefits and problems of each. Colour-code for clarity / ease of revision</p> <p>Massive list to cover - might do as a group activity - each pupil learns 1 to teach to class. Then consolidate through responses to exam questions and worksheets.</p> <p>Throw forward to Resource management Recap rain forest deforestation and desertification How international aid is used in response to hazards (Montserrat) Yr 9 Investment – Rio Olympics/World Cup (yr 7)</p> <p>Major focus on TOURISM. Recap what they recall from Kenya tourism (year 8) and sustainable tourism (year 9)</p> <p>Teacher taught, use images, textbook information, sources, videos etc. More-able may choose their own example. Can be a cloze activity /worksheet for less able.</p> <p>Need a table of advantages disadvantages with place specific detail and awareness of stakeholders. Could be classification task – to show who is in favour /against tourism or benefits / loses out as a result of tourism development.</p>	<p>Group or pair work</p> <p>Aware of need to use international aid/co-operation to overcome economic inequality</p> <p>Awareness of others - how is tourism both a force for good and a source of problems for LIC?</p> <p>Decision-making Should LIC's use ass tourism as a way to develop their economy?</p>	<p><b>R</b> Interpret unfamiliar resources e.g. news story, photo, map, graph</p> <p><b>R</b> Strategies for using resources provided in an exam question (signposting)</p> <p><b>R</b> making a memorable set of notes for case study</p> <p><b>R</b> PSD in exam answers</p> <p><b>R</b> Literacy - e.g. use holiday brochures as practice for interpreting text sources in an exam</p>
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			<p>Discuss the effectiveness of this as a strategy for development.</p> <p>Can throw forward to A level –sense of place and different perceptions. How culture, traditions, landscape are adversely affected by tourism</p>		<p>R evaluate /assess/justify as key command words in the high tariff exam questions</p>
<p>Some LICs or NEEs are experiencing rapid economic development which leads to significant social, environmental and cultural change.</p>	<p>A <b>case study</b> of one LIC or NEE to illustrate:</p> <ul style="list-style-type: none"> <li>the location and importance of the country regionally and globally</li> <li>the wider political, social, cultural and environmental context within which the country is placed</li> <li>the changing industrial structure. The balance between different sectors of the economy. How manufacturing industry can stimulate economic development</li> <li>the role of transnational corporations (TNCs) in relation to industrial development. Advantages and disadvantages of TNC(s) to the host country</li> <li>the changing political and trading relationships with the wider world</li> <li>international aid: types of aid, impacts of aid on the receiving country</li> </ul>	<p>India (CGP) or Nigeria Blue text book</p> <p>Brazil (<a href="#">link back to Urban topic</a>)</p> <p>Or Malaysia (Text book)</p>	<p>When pre-release in an exam cycle is relevant - use it as a basis for this aspect as it will enable practice of the issue evaluation / decision-making skills and could be utilized in mock exam</p> <p>Encourage greater independence in choosing / making a case study.</p> <p>Encourage pupils to use a memorable display technique ( show examples). Try writing your own exam question - to show awareness of how questions are structured. Hope is to inform them to keep that in mind when revising (how will I be tested on this knowledge?)</p> <p>Re-inforce comprehension of exam question requirement</p> <p><b>Recap</b> BUG, meaning of command words, PEEL and Signposting strategies</p> <p><b>CASE STUDY</b> Key ideas:  <b>-Location and global significance</b> of the country  <b>-Primary, secondary and tertiary</b> employment (use of pie charts etc. to show changing structure)</p>	<p>Awareness of others</p> <p>How do my choices impact others? e.g. where does my I-phone come from?</p>	<p>R Interpret data provided in a range of formats</p> <p>R pie charts</p> <p>Triangular graphs</p> <p>R Describe location on maps</p> <p>Flow line maps to show trade links</p> <p>Understand tables of data</p> <p>Ability to do calculations Such as:</p> <ul style="list-style-type: none"> <li>- mean, media mode</li> <li>- Interquartile range</li> </ul>

	<ul style="list-style-type: none"> <li>• the environmental impacts of economic development</li> <li>• the effects of economic development on the quality of life for the population.</li> </ul>		<p><b>-Trans-national corporations</b> - why they locate in LICs/NEEs; benefit to host country, benefit to TNC                  Make clear which is the host and how they may gain / lose if TNCs set up manufacturing in their country                  Group activity to get familiar with the case study formation.                  Eg. India – Ford and Coca Cola,                  Nigeria - Unilever and Shell                  Malaysia –Dyson</p> <p>- <b>trade and politics</b> - look at Government policy, trade links etc.                  E.g. grants to attract foreign companies</p> <p>- <b>Aid</b> – e.g. Emergency aid following earthquake/tropical storm/tsunami in India</p> <p>- <b>Environmental impacts.</b> Use a specific example related to chosen country (e.g. Niger delta, Bhopal)</p> <p>- <b>Quality of life</b> - use measure of development for the country chosen. Look at regional differences and find evidence that QoL has improved in areas where TNCs operate</p>		<p>- Percentage change</p>
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<p>Major changes in the economy of the UK have affected and will continue to affect employment patterns and regional growth.</p>	<p>Economic futures in the UK:</p> <ul style="list-style-type: none"> <li>•causes of economic change: de-industrialisation and decline of traditional industrial base, globalisation and government policies</li> <li>•moving towards a post-industrial economy: development of information technology, service industries, finance, research, science and business parks</li> <li>•impacts of industry on the physical environment. An example of how modern industrial development can be more environmentally sustainable</li> <li>•social and economic changes in the rural landscape in one area of population growth and one area of population decline</li> <li>•improvements and new developments in road and rail infrastructure, port and airport capacity</li> <li>•the north–south divide. Strategies used in an attempt to resolve regional differences</li> <li>•the place of the UK in the wider world. Links through trade, culture, transport, and electronic communication. Economic and political links:</li> </ul>		<ul style="list-style-type: none"> <li>• Glossary of key terms to be built up over this massive topic.</li> <li>• Time-saving activities. Pupils to be given notes and they use them to complete worksheets, mind maps and cloze activities.</li> </ul> <p><b>De-industrialisation</b></p> <ul style="list-style-type: none"> <li>• Sectors of industry in the UK - Primary to Quaternary.</li> <li>• Put into historical context - how did UK start the Industrial revolution?</li> <li>• How did that change employment structure (use graphs to illustrate)?</li> <li>• Which areas became centres of heavy industry?</li> <li>• Use of maps to see location and relate things together (e.g. coal field and steel industry in S. Wales)</li> <li>• Pupils to make map of traditional /heavy industry areas. Annotate to show reasons for those locations.</li> <li>• Then – what has led to de-industrialisation? History again - E.g. overseas competition, man-made alternative to cotton</li> </ul> <p><b>Post-industrial economy</b></p> <ul style="list-style-type: none"> <li>• Go back to map - Overlay with newer industrial locations (e.g. M4 corridor) with REASONS in another colour</li> <li>• Growth of <b>science parks</b> - use example such as Cambridge.</li> <li>• Raise awareness of GOVERNMENT policy with specific examples</li> </ul>	<p>Awareness of others - consider a known location locally (Crewe, Stoke) - look at changing pattern of employment and the impacts that has on a community</p> <p>Careers link what careers are available in your area?</p> <p>Unemployment rate?</p>	<p><b>R</b> Pie charts</p> <p>Map to show location of industrial areas of UK</p> <p>Understand /describe layout or and location of a science park</p>
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	<p>the European Union (EU) and Commonwealth.</p>		<p><b>Environmental impact</b> of industry                  Look at a local example E.g. Stoke-on-Trent. Air/ water pollution, dereliction etc.                  Link back to LIC/NEE case study                  Pupils think of solutions - remind of the URBAN topic</p> <p><b>Rural areas</b>                  social and economic changes in area of population growth and decline.                  Link to Urban topic – urban sprawl, rural-urban migration, brownfield sites, commuter belts</p> <p><b>Transport infrastructure</b></p> <ul style="list-style-type: none"> <li>• Map the main transport links to raise awareness of key location in UK.</li> <li>• Why is change needed and where are proposed changes happening? (E.g. smart motorways)</li> </ul> <p><b>Big question:</b></p> <ul style="list-style-type: none"> <li>• Choose a current issue e.g. should Heathrow get a 3<sup>rd</sup> runway, is HS2 good for Crewe. Research, discuss, decide and justify your choice. Emphasize that this skill is tested on paper 3.</li> </ul> <p><b>North-south divide</b>                  Look at statistics which illustrate the differences (e.g. house prices, life expectancy, education standards, unemployment, average wages etc.)</p> <p>Pupils to calculate the level of difference. Look for links. Suggest reasons for the differences</p>	<p>Empathy - for people living in areas of industrial decline</p> <p>Problem –solving are you able to think of a solution to the problems of pollution and dereliction?                  Link back to urban topic</p> <p>Sense of place - are we in the north?                  What does that mean and how does it impact on your life chances?</p>	<p>Understand statistics presented as tables, graphs and in more imaginative styles to be able to understand unfamiliar presentation in exams) e.g. happiness index, World clouds</p> <p><b>R</b> Literacy – encourage wider reading news stories, independent research</p>
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			<p>Encourage pupils, to watch relevant news items or documentaries / read around the issues</p> <p><b>Place of the UK in the wider world</b></p> <ul style="list-style-type: none"> <li>• Activity to discover the extent to which they are Global Citizens - music, products, food, fashion etc.</li> <li>• Make a map of results. Can be wall display to collate class or individuals do own map.</li> <li>• Connect places identified with string/ flow lines to show the UK's global reach.</li> <li>• Summary map/table to show UK's links/influence. E.g. in EU Host of major sporting events, Commonwealth, Trading links, Channel tunnel, ferry links, air routes (COVID air bridges?), electronic communication, culture (e.g film industry, London's West end theatre land)</li> </ul> <p>All aspects to be consolidated through use of question in assessment books and re-visited as necessary.</p>	<p>To what extent are you a global citizen?</p> <p>British? English? European?</p> <p>A sense of identity</p> <p>Which areas of the world have an influence on you? How does the UK influence people in other areas / from different cultures?</p>	<p><b>R</b> Ability to locate/name places on a world map.</p> <p><b>R</b> Atlas skills</p>
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**END OF UNIT TEST** - common to all groups and entered on Tracking document

Identify common mis-conceptions / areas needing to be revisited. Therapy / green box tasks and re-test where necessary

**Mock exams** - This topic will appear on both sets of mock exams. It is possible to use it for pre-release practise once we have one published by AQA.

## Special circumstances

<b>2021 exam cycle</b>	<p>Paper 1 and 2 remained unchanged so there is still a significant amount of content to deliver. Economic Development is a complex and long topic - so there could be a problem teaching all the content effectively if there are further period of school closure or blended learning with home learning for some pupils.</p> <p>Encourage more pupils to buy a revision guide / flashcards and begin to re-visit year 10 topics independently in homework time (or home learning) – so pupils are prepared for mocks Wave 1 ( timing to be decided by SLT)</p> <p>PAPER 3 (wave 2 only) - we do not yet know what the 2020 topic focus was for 2020 paper 3 exam. <b>If</b> it is an ECONOMIC DEVELOPMENT focus, this can be used to revisit the topic and develop the skills needed to tackle Issue Evaluation and Decision Making exam paper 3.</p>
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## The Challenge of Natural Hazards – year 11

**Rationale:** A popular topic with pupils but very content heavy.  
 We can use familiar case studies to save time.  
 Links to current affairs as there are often tectonic or weather hazards reported on the news.

**Prior learning - taught** in year 9. Much can be easily recalled / re-visited. Can use the same case studies to help the less able

**Links to GCSE:** The Living World and UK Physical Landscapes topics which were taught in year 10.  
 Link with Science GCSE

### **R** re-visit skill

	HEAD			HEART	HAND
Key ideas	Specification content	Case study	Learning activities and resources		
Natural hazards pose major risks to people and property.	Definition of a natural hazard.  Types of natural hazard.  Factors affecting hazard risk.		Describing activity using pictures to identify types of hazards.  Students identify hazards and places on the planet where they occur, sort, categorise and look to discover any connections between places and hazards.  Students write up activity, possibly including some of the images as cut and stick.	Shared experiences of hazards. Empathy and listening skills.  Foster a love of places.	Improve ability to describe.  Identification of hazards using images.  Improving place knowledge and map skills.  Describe a geographical location.
Earthquakes and volcanic eruptions are the result of physical processes.	Plate tectonics theory.  Global distribution of earthquakes and volcanic eruptions and their relationship to plate margins.  The physical processes taking place at different types of plate margins (constructive, destructive and conservative)		Introduce the movement of continental plates with the 'Ring of Fire' DVD or online clips  Activity using USGS website to plot active volcanoes and earthquakes on a world map (plate margins marked on optional).  Describe and explain the distribution - make clear link tom different types of	Group work. Initiative. Communication. Resilience through recall.	Observing and note taking to reinforce prior learning from Y9 unit.  Interpretation of graphs, satellite images identify boundaries and active zones.

	that lead to earthquakes and volcanic activity.		plate boundary ( destructive, constructive & conservative)  Draw out theory and the reasons for this, linking to the YouTube clips & make well-annotated diagrams.  <b>Prior learning - year 9 plate tectonics, earthquakes and volcanoes</b>		Place knowledge and mapping.  Annotated diagrams.  Descriptions of photos to help define key terms.  Test Yourself recall mini assessments.
The effects of and responses to a tectonic hazard vary between areas of contrasting levels of wealth.	<p>Primary and secondary effects of a tectonic hazard.</p> <p>Immediate and long-term responses to a tectonic hazard.</p> <p>Use named examples to show how the effects and responses to a tectonic hazard vary between two areas of contrasting levels of wealth.</p>	<p><b>Earthquakes:</b></p> <p><b>LICs:</b> Haiti (2010) Nepal (2015) Indonesia (2018)</p> <p><b>HICs:</b> <b>Sendai, Japan (2011)</b> Christchurch, New Zealand (2011)</p> <p><b>Volcanic eruptions:</b> <b>LIC:</b> <b>Souffriere Hills, Montserrat (1995)</b> <i>Mount Pinatubo, Philippines (1991)</i></p> <p><b>HICs:</b> Etna, Sicily (2007) Eyjafjallajökull, Iceland (2010) Mount Ontake, Japan (2014).</p>	<p>TEACH generic information to start / re-cap from year 9. <b>Treat volcanoes and earthquakes separately to avoid confusion.</b></p> <p>Students make notes from textbook, online resources and media. Card sorts to engage students and get them to classify Video clips / animations to engage</p> <p><b>Volcanoes</b> Comparison of shield and composite cone (with a clear link to type of plate boundary) Glossary of key terms and clear labelling of a diagram. Short / long term impacts Short/long term responses Use card sort / colour coding activity to give pupils the chance to show they can classify information</p> <p><b>Earthquakes</b> Key terms   glossary</p>	<p>Empathy and understanding.</p> <p>An appreciation of wealth and its advantages.</p> <p>An appreciation of the importance of people and community.</p>	<p><b>R</b> Develop the skill to compile a case study.</p> <p><b>R</b> Practice learning place specific details and then apply in 9-mark exam questions.</p> <p><b>R</b> The ability to evaluate information to draw a conclusion.</p>

			<p>Richter scale (logarithmic scale to be explained) - draw a version                  Short/long term impacts                  Short/long term response</p> <p>Case study - use a variety of resources.  <b>MUST have one LIC and one HIC.</b>  <b>For less able</b> - focus on case studies already familiar from year 9 - <i>Montserrat and Tohoku (Sendai) earthquake.</i>                  More able may select their own or cover wider range of examples</p> <p>Create two case study profile tables that are identical to put information in to show effects of tectonic hazards into four groups (primary, secondary, immediate and long term responses) and allow direct comparison</p> <p>Students to examine the impacts of two identical events but they occur in two nations of vastly different economic circumstances.</p>		
<p>Management can reduce the effects of a tectonic hazard.</p>	<p>Reasons why people continue to live in areas at risk from a tectonic hazard.</p> <p>How monitoring, prediction, protection, and planning can reduce the risks from a tectonic hazard.</p>		<p>Students given data showing magnitude and death tolls to draw conclusions.</p> <p>Enquiry Lesson: "Why do we still live in areas at risk?"</p> <p>Introduce the Three P's (Planning, Prediction and Protection). Students draw out examples of each P from their two case studies.</p>	<p>Decision making – ability to look at facts and use them to develop an opinion.</p>	<p><b>S</b> Numeracy skills through creation of scatter graph.</p> <p>Analytical and evaluation of data skills to help prepare them for fieldwork unit.</p> <p><b>S</b> Skills test to assess recall of early work in</p>

			<p>VOLCANOES - Monitoring methods – e.g. thermal imaging, seismometers, satellite images etc.</p> <p>EARTHQUAKES - Monitoring methods plus earthquake proof design and education (drop cover hold on etc.) Could design an earthquake proof building and investigate real life examples.</p> <p>Hypothesise/discuss why the contrasting examples were different. Evaluate how effectively a specific hazard has been managed. Big picture – should anyone have died in Montserrat? Why is it the UK’s problem?</p> <p>Prior learning - year 9 investigated Tohoku earthquake / tsunami and Montserrat eruption</p>	<p>Communicate and justification of a decision based on the bets information they have. Morality.</p>	<p>unit and describing using photographs.</p> <p>Literacy skills, there are wider reading resources to add more context and knowledge for the 3 Ps and how places have adapted them. Students given a justify question.</p>
<p>Global atmospheric circulation helps determine patterns of weather and climate.</p>	<p>General atmospheric circulation model: pressure belts and surface winds.</p>		<p>Teacher led as this is unfamiliar topic (old A level) use BBC weather website /Met Office videos</p> <p>Use the 5c’s template. Make a labelled diagram (2 D) but illustrate how it is 3D really</p> <p><a href="#">Link to Living world topic and re-visit how GAC controls pattern of rain in Tropical Rain forests and Hot Desert</a></p>	<p>Independence to watch weather forecast and read them.</p>	<p>Annotated sketches. Note taking. Reading.</p>
<p>Tropical storms (hurricanes, cyclones, typhoons) develop because of particular physical conditions.</p>	<p>Global distribution of tropical storms (hurricanes, cyclones, typhoons).</p> <p>An understanding of the relationship between tropical storms and general atmospheric circulation.</p>		<p>Annotated diagrams and animations to show formations followed by card sorting to organize factors into order. Make a pop-up hurricane model. Need to understand the specific sequence of weather as the tropical storm passes over</p>		<p><b>R</b> Classification activity. Challenge boxes used to help students classify.</p> <p><b>R</b> Develop ideas into a sequence.</p>

	<p>Cause of tropical storms and the sequence of their formation and development.</p> <p>The structure and features of a tropical storm.</p> <p>How climate change might affect the distribution, frequency, and intensity of tropical storms.</p>		<p>Empathy exercise using photographs/ videos - might use a recent example which has been on the news</p> <p>Use of classroom displays and newspapers as well as online resources to discern why hurricanes are now occurring in places which have not experienced them before.  <b>Tropical storms were studied in year 9</b>  <b>Throw forward to climate change topic</b></p>		<p>Complete varied tasks in assessment booklet</p> <p><b>R</b> Interpretation of maps, photos, graphs.</p>
<p>Tropical storms have significant effects on people and the environment.</p>	<p>Primary and secondary effects of tropical storms.</p> <p>Immediate and long-term responses to a tropical storm.</p> <p>Use named example of a tropical storm to show its effects and responses.</p> <p>How monitoring, prediction, protection and planning can reduce the effects of tropical storms.</p>	<p>Need to study ONE named TS:</p> <p>Hurricanes: Katrina (2005)</p> <p>Typhoons: Haiyan (2013)</p> <p>Cyclone: Nargis (Burma)</p>	<p>Writing frame for extended report writing of the case study – to demonstrate how to incorporate place specific detail and evaluate how well a hazard has been managed</p> <p>DART activity on LIC to vary the research methods on the case studies. Students can choose which storm to focus on and use as their case study but they should get an appreciation of how wealth impacts on responses.</p> <p>3Ps preparation, planning, prevention (as before). E.g. cyclone shelters, evacuation, education etc. Show ‘Hurricane Hunters’ video clip. Big question - why don’t all countries do this?</p> <p>Use photographs and writing frame to develop explanations. Use of sample exam answers to show low / high level responses and what the examiner is looking for.</p>	<p>Awareness of others and impact of relative economic wealth.</p> <p>Assess the likely impact on communities homelessness, refugees, famine etc.</p> <p>Consider the role of Charities in response to hazards - awareness of self and others</p>	<p>Extended writing.</p> <p>Using photographs and writing frames to develop quality of written explanations.</p>
<p>The UK is affected by a</p>	<p>Overview of types of weather hazard experienced in the UK.</p>		<p>Discussion and Concept mapping of types of hazards experienced in UK.</p>	<p>Empathy – awareness of others</p>	<p>Independent research – use Environment Agency flood risk maps</p>

<p>number of weather hazards.</p>			<p>Link it back to global circulation and position of UK on Polar Front Jet Stream/Polar and Ferrell cell convergence.</p>	<p>Possible awareness of self - is my house at risk of flood? How has drought affect me?</p>	
<p>Extreme weather events in the UK have impacts on human activity.</p>	<p>One example of a recent extreme weather event in the UK to illustrate:</p> <ul style="list-style-type: none"> <li>causes</li> <li>social, economic and environmental impacts</li> <li>how management strategies can reduce risk</li> </ul> <p>Evidence that weather is becoming more extreme in the UK.</p>	<p><b>E.g. Drought:</b> Central, Eastern and Southern England and Wales (2004-2006, 2010-2012).</p> <p><b>Flash flood:</b> Boscastle (Aug. 2004)</p> <p><b>Storms:</b> Storm Desmond (December 2015)</p> <p><b>exceptionally cold weather:</b> Winter 2010/2011</p> <p><b>heat wave:</b> Summer (2003) Summer (2018)</p>	<p>ONE extreme weather event of teacher choice This should be local OR memorable national event and use TV clips / news stories to illustrate.</p> <p>Emphasize the need to understand the difference between short and long term impacts Also Economic, social and environmental impacts</p> <p>Opportunity to revisit BUG and PEEL based on appropriate GCSE questions and use sample answers. Colour - coding to show where a candidate has given information that links to a requirement of the question</p> <p>Link to Living World topic - natural factors which affect an ecosystem (e.g. flood or drought)</p> <p>Link to UK physical landscapes topic - river floods</p> <p>Prior learning - Boscastle flood ( yr 7 and GCSE)</p> <p>For the named extreme weather event - must examine the management strategy and consider how effective</p>		<p>R Ability to unpack the exam question (BUG)</p> <p>R Develop extended answers using PEEL</p> <p>R ability to evaluate /assess</p> <p>R Use of place specific detail in 6 and 9 mark answers</p> <p>R interpretation of line graphs to observe changing climate patterns</p>



			<p>e.g. flood defences, prediction / monitoring (weather forecasting),,. Planning for emergency services</p> <p>Is the UK weather becoming more extreme? Consider variety of evidence e.g historic weather records, number of floods</p>		
<p>Climate change is the result of natural and human factors and has a range of effects.</p>	<ul style="list-style-type: none"> <li>• <b>Evidence for climate change</b> from the beginning of the Quaternary period to the present day.</li> <li>• Possible <b>causes</b> of climate change. <b>Natural factors:</b> orbital changes, volcanic activity and solar output. <b>Human factors:</b> use of fossil fuels, agriculture and deforestation.</li> <li>• Overview of the <b>effects</b> of climate change on people and the environment.</li> </ul>	<p>Not required to use a case study but should be aware of a named place at risk</p>	<p>Refer to graphs of glacial retreat, photo of Rhone Glacier, CO<sub>2</sub> concentrations over time, maps of Arctic ice reduction, weather records, historical evidence such as Frost Fair, Mauna Loa records, Vostok ice cores etc.</p> <p>Students identify the evidence for climate change.</p> <p>Evidence to be explained- teacher led and pupils make notes / complete worksheets</p> <p>Cause to be classified into human and natural factors ( card sort /colour code). Explain each cause using videos and textbook etc.</p> <p>Students create a map/table of effects at the <b>UK scale</b> and <b>global scale</b>. Students given the effects and then they colour code/classify based on SPEE and natural/human impacts. Could consider a ranking of possible effects</p>	<p>Awareness of others - how people in areas vulnerable to sea level rise will be affected and knock-on effect e.g. refugees, shortage of food</p>	<p><b>R</b> Interpret photos, maps, graphs</p> <p><b>R</b> ability to locate places on a map - UK and world</p> <p>Complete a range of questions in assessment book to assess K/U of topic</p>

			<p>Link to Living World topic - deforestation of rain forests and desertification</p>		
<p>Managing climate change involves both mitigation (reducing causes) and adaptation (responding to change).</p>	<p>Managing climate change:</p> <ul style="list-style-type: none"> <li>• <b>mitigation</b> – alternative energy production, carbon capture, planting trees, international agreements</li> <li>• <b>adaptation</b> – change in agricultural systems, managing water supply, reducing risk from rising sea levels.</li> </ul>		<p>Could be a group activity - poster based - one group focusses on mitigation and another on adaptation. Should be able to make notes / diagrams from which to revise. Big question – which is the best approach (mitigation or adaptation or do we need both?). Could be a discussion Group discussion: Do exam questions to ensure they are clear on the distinction between M and A</p>	<p>Empathy - will people be willing to alter their lifestyle / habits?  Who is the most affected and why? International co-operation /responsibility  Should other countries interfere / support (e.g. if Brazil, Peru are responsible for deforestation but the impact is global)</p>	<p><b>R</b> Assess / evaluate management strategies – 9 mark question. Link to decision making</p>

**END OF UNIT TEST - common to all groups and entered on Tracking document**

Identify common mis-conceptions / areas needing to be revisited. Therapy / green box tasks and re-test where necessary

**Mock exams** - This will be covered on both WAVE 1 and WAVE 2 mock exams

**Special circumstances**

<b>COVID 19</b>	<p>The first section of the topic was delivered via home learning when pupils were in year 10. This was as a result of many of the pupils finding the COASTS topic difficult to understand when not being taught face-to-face. That topic will resume later.</p> <p>Tectonic hazards had been studied by this cohort when they were in year 9 – so much of the content was familiar.</p> <p>Lessons were delivered through TEAMS, with work being adapted to independent study. Use of TEACHIT, EXAMPRO, SENECA, DODDLE etc.</p> <p>Worksheets were marked by class teacher and feedback given to pupils via teams</p>
<b>Recovery Curriculum</b>	<p>We anticipate that this topic will be completed in the autumn term, when schools re-open. Re-visit the home learning aspects once we know where gaps in pupil's K/U are. Possible baseline assessment.</p> <p>Then teaching the Weather Hazards section. Assessment of whole unit at end</p> <p>Plans are in place for a blended teaching approach if it is not possible to have the whole year group on site.</p>

**The Challenge of Resource management – year 11**

**Rationale:** Teach at end of the course as it is quite a straight forward topic but has links to other topics, allowing a chance to revisit and demonstrate the interactions between topic areas (throw forward to A level).

FOOD OPTION was chosen because it appears 1<sup>st</sup> in exam. Thus, more pupils will do the correct topic and come across it before they run out of time (if they don't read exam instructions)

**Prior learning** – year 8 Energy topic and Population  
Year 7 / 8 choropleth maps

**Links to other GCSE topics** - Extreme weather & climate Change (Natural Hazards topic),  
Geographical Investigation and Decision-making

**R** revisit skill

	<b>HEAD</b>			<b>HEART</b>	<b>HAND</b>
Key ideas	Specification content	Case study	Learning activities and resources		
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 <b>global inequalities</b> in the supply and consumption of resources.		<ul style="list-style-type: none"> <li>• Overview based on powerpoint/ GCSE blue text book</li> <li>• Look at GLOBAL patterns</li> <li>• Focus on each resource separately and make notes</li> <li>• then do the questions at start of assessment booklet</li> <li>• Key concepts - deficit and surplus</li> </ul>	Awareness of others - how many people have inadequate or unreliable supply of food, water or energy?	<b>R</b> Describe Global patterns on map and graphs
The changing demand and provision of resources in the UK creates opportunities and challenges.	An overview of resources in relation to the UK. Food: <ul style="list-style-type: none"> <li>• the growing demand for high value food exports from low income countries and all year demand for seasonal food and organic produce</li> <li>• larger carbon footprints due to the increasing number of 'food</li> </ul>	Mention named examples  e.g. Kielder reservoir, Lancashire fracking site, named power station, Kent (Garden of England)	<b>UK FOCUS</b> 1 or 2 lessons on each resource depending on time available so close to exam period <b>Food:</b> <ul style="list-style-type: none"> <li>• Activities to show pupils this topic is relevant to their own lives. E.g. analyse the weekly shop, find out where your veg comes from, map of origins, food mile calculations, Food Carbon Emissions Calculator website via HOMEWORK.</li> </ul>	Awareness of self - are you part of the problem?	<b>R</b> Analyse pattern on a map

	<p>miles' travelled and moves towards local sourcing of food.</p> <ul style="list-style-type: none"> <li>the trend towards agribusiness</li> </ul> <p>Water:</p> <ul style="list-style-type: none"> <li>the changing demand for water</li> <li>water quality and pollution management</li> <li>matching supply and demand – areas of deficit and surplus</li> <li>the need for transfer to maintain supplies.</li> </ul> <p>Energy:</p> <ul style="list-style-type: none"> <li>the changing energy mix - reliance on fossil fuels, growing significance of renewables</li> <li>reduced domestic supplies of coal, gas and oil</li> <li>economic and environmental issues associated with exploitation of energy sources.</li> </ul>		<ul style="list-style-type: none"> <li>Consider different lifestyles/cultures in UK: e.g. vegan, vegetarian, halal etc.</li> <li>Influence of foreign travel (e.g. what food in supermarket now because we travel to Thailand?)</li> <li>Do you use Farm shops or farmers' market? Why?</li> <li>Make glossary of key terms</li> <li>How has demand or food changed?</li> <li>Reasons for inequality in food supply?</li> <li>Impact of food production - give specific examples</li> <li>Impact of importing food - specific examples and discuss how important/worrying it is</li> <li>How has the UK responded to the challenge?</li> </ul> <p><b>What is agribusiness?</b> Add an example. Organic food etc.</p> <ul style="list-style-type: none"> <li>Questions in assessment book to be completed.</li> </ul> <p><b>Water:</b></p> <ul style="list-style-type: none"> <li>rainfall vs population distribution maps. Add overlay for water transfer schemes.</li> <li>Reasons for changing demand for water. Make relevant to their own lifestyles e.g. who has a hot tub? Garden sprinkler? Etc.</li> </ul>	<p>Look at your lifestyle and consider the consequences</p> <p>Awareness of other cultures</p> <p>Awareness that the actions of an individual has consequences for people beyond your own country</p>	<p>Choropleth map – be able to understand and complete one</p> <p>Recognise links between 2 data sets</p> <p>R pie charts</p>
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			<ul style="list-style-type: none"> <li>• Methods of water conservation/ increasing supply</li> <li>• Teach idea of water quality and pollution management.</li> <li>• Refer to named examples and locate on UK map</li> </ul> <p>Link to UK physical landscapes –</p> <p><b>Energy:</b></p> <ul style="list-style-type: none"> <li>• Energy mix &amp; changing nature of energy sources in UK based on maps/graphs in powerpoint</li> <li>• Glossary of key terms</li> <li>• Make a table of pros/cos for fossil fuels and renewables</li> <li>• Causes of change in demand for energy?</li> <li>• Environmental consequences?</li> <li>• Optional survey –(on Teams) how wasteful is your family? What could you do differently and why bother?</li> </ul> <p>Prior learning - year 8 energy topic (esp. wind power)</p> <p>Refer to link with climate change/ extreme weather topic</p>		
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<p>Demand for <b>food resources</b> is rising globally but supply can be insecure, which may lead to conflict</p>	<p>Areas of surplus (security) and deficit (insecurity):</p> <ul style="list-style-type: none"> <li>• global patterns of calorie intake and food supply</li> <li>• reasons for increasing food consumption: economic development, rising population</li> <li>• factors affecting food supply: climate, technology, pests and disease, water stress, conflict, poverty.</li> <li>• Impacts of food insecurity – famine, under nutrition, soil erosion, rising prices, social unrest.</li> </ul>		<ul style="list-style-type: none"> <li>• Use various maps to show global food supply and consumption. Ensure they are confident to describe pattern and use Geographical language. Test them on place knowledge - need to know where key areas are as map in exam often do not have place names</li> <li>• Teacher led explanation and note making. Encourage use of mind maps etc. to make memorable revision notes.</li> <li>• Glossary of key terms.</li> <li>• Complete a group task – each person learns <b>one</b> impact of food insecurity (<i>famine, under-nutrition, soil erosion, social unrest, rising prices</i>) and become the expert. Teach others.</li> <li>• Individuals will need their own notes and to do exam question / review sample answers.</li> </ul>	<p>Group task</p> <p>communicate new information to your peers</p>	<p>Look at different types of map - e.g. Topological maps, worldmapper website - develop skill of coping with any new style of map/graph/chart</p> <p><b>R</b> locational knowledge - naming continents, countries, regions on world map</p> <p><b>R</b> line graphs, histograms etc. to construct and interpret</p>
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<p>Different strategies can be used to increase food supply.</p>	<p>Overview of strategies to increase food supply:</p> <ul style="list-style-type: none"> <li>irrigation, aeroponics and hydroponics, the new Green Revolution and use of biotechnology, appropriate technology</li> <li>one example of a large-scale agricultural development to show how it has both advantages and disadvantages.</li> </ul> <p>Moving towards a sustainable resource future:</p> <ul style="list-style-type: none"> <li>the potential for sustainable food supplies: organic farming, permaculture, urban farming initiatives, fish and meat from sustainable sources, seasonal food consumption, reduced waste and losses</li> <li>an example of a local scheme in an LIC or NEE to increase sustainable supplies of food.</li> </ul>	<p><b>CASE STUDIES</b></p> <p>Blue GCSE book:</p> <p><b>LARGE SCALE:</b> Indus Basin Irrigation scheme</p> <p><b>Small scale</b> Makueni (Kenya) food and water security programme</p> <p>Rice &amp; fish farming Bangladesh (Cool Geography)</p> <p>Agro-forestry in Mali (CGP)</p> <p>Must be a LOCAL scheme in an LIC or NEE</p>	<p>Group activity can be used for methods of increasing food supply - but could be cascade style.</p> <p>Each makes a poster and stick up around room. Expert (poster maker) teaches to one person, who then takes over the poster to teach next person. So they have to listen in order to pass the correct information on.</p> <p>Must be confident in at least 3 methods, with their own notes and LINK to a named example.</p> <p>Test understanding with Q&amp;A around room Will need to know 1 large scale and 1 local (LIC or NEE).</p> <p><a href="#">Use video clips to re-enforce concepts</a> <a href="#">Link to desertification topic in Hazards</a></p> <p>Study of a large scale agricultural development. Table of advantages/ disadvantages. <b>BIG question</b> – is it successful? Can it be expanded?</p> <p><b>A sustainable resource future?</b></p> <ul style="list-style-type: none"> <li>Pupils to research one of the strategies (e.g. organic farming, permaculture, urban farming) for homework (or be given notes)</li> <li>Then they give a presentation to class. Could be pairs.</li> <li>Students then rank the usefulness of each strategy.</li> </ul>	<p>Group work</p> <p>Communicate information to a larger audience</p> <p>Give your own opinion on an issue</p> <p>Justify your personal choices</p> <p>Understand why people hold differing opinions</p>	<p><b>R</b> Taking information from video or text resources</p> <p><b>R</b> Compiling an effective case study</p> <p><b>R</b> using place detail to support answers to longer exam questions</p>
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			<ul style="list-style-type: none"> <li>• Could use a survey on TEAMS to complete online vote/tally of ideas.</li> <li>• Make a case study using information from video, textbook etc. Include sketch map, key facts, images, details of scheme.</li> <li>• Emphasize need to evaluate success of a strategy. Teacher to re-visit the idea of signposting within an answer for 9 markers</li> </ul>		<p><b>R</b> evaluate / assess in a 9 mark question</p> <p>Signposting within your answer</p>
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**END OF UNIT TEST** - common to all groups and entered on Tracking document

Identify common mis-conceptions / areas needing to be revisited. Therapy / green box tasks and re-test where necessary

**Mock exam.** This topic will only be tested on WAVE 2 mock exam.

## Special circumstances

<b>2021 exam cycle</b>	<p>Paper 1 and 2 remained unchanged so the topic is to be taught in full.</p> <p>Make use of links with other topics to revisit content as we teach Resource Management (e.g. deforestation, desertification)</p> <p>This topic has already been used in pre-release for Paper 3 ( WATER OPTION) - but we will not use this as we changed to teach FOOD option.</p>
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