

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Content-</b> WHAT will be learned? What previous learning can be linked? Why this order/sequence?	<p><b>CHANGING ECONOMIC WORLD: DEVELOPMENT (Paper 2: Section B)</b></p> <p>This unit is a foundation to understanding many of the other issues in Geography which is why we look at it first. It looks at why there are global variations in levels of economic development and quality of life. We consider the range of factors both historical and current which explain the current patterns of wealth distribution, and why some countries find it harder to improve their situation whilst others continue to benefit from the global trade system. This includes consideration of the impact of levels of development on people's daily lives. Students also evaluate the usefulness of strategies that exist for reducing the global development gap.</p>	<p><b>CHALLENGE OF NATURAL HAZARDS: CLIMATE CHANGE (Paper 1: Section A)</b></p> <p>This unit is another foundational unit which helps provide students with a context to many of the units they will be going on to study. Climate change is a global hazard which has the capacity to affect every country. It also has potentially huge consequences for the way we live our lives. For example, climate change links to resources – how we get our energy, water, and food supplies. It also connects to changes in the weather and climate patterns which in turn impacts ecosystems. So, it is a really useful topic for students to cover at the start of their GCSE pathway as it is a factor in so many other topics.</p>	<p><b>URBAN ISSUES &amp; CHALLENGES: LIC/NEE URBAN (Paper 2: Section A)</b></p> <p>This unit aims to build on some of the concepts of global inequality and diversity introduced in the first half term but apply it to the context of urban landscapes – which today accounts for the majority of the global population. We look at how the patterns of where we live is changing both over time and across different continents. It looks at the underlying causes of these changes such as the development and industrialisation concepts introduced in the Development unit. We also look in more depth at an LIC/NEE city to look at the opportunities and challenges of these processes both on people and the environment.</p>	<p><b>PHYSICAL LANDSCAPES IN THE UK: COASTS (Paper 2: Section C)</b></p> <p>This is the first of the physical landscape topics covered and as such is foundational in applying concepts students were first introduced to at KS3 around key processes such as erosion, transportation, and deposition. This unit aims to revisit that prior learning but develop it in more detail to look at not just the physical process and landforms, but to see how we apply this understanding to develop appropriate coastal defence schemes. We also investigate the factors affecting the decision-making process which determines the level of protection that different locations may qualify for. It also brings in elements from Climate change to consider the potential impact of rising sea levels on the future vulnerability of low-lying coastal areas.</p>	<p><b>CHALLENGE OF NATURAL HAZARDS: WEATHER HAZARDS (Paper 1: Section A)</b></p> <p>This is the second subsection of the Natural hazard's topic. It gives students an opportunity to revisit concepts introduced in the Climate change lessons in the Autumn term about vulnerability and how different communities may deal with challenges. Weather hazards are also affected by the changes caused by global warming and therefore it enables students to apply that knowledge to think about how current and future weather hazards like Tropical storms might be made worse in some areas. The unit covers both UK weather – the processes, impacts and management, and also looks at the problem of more extreme weather from Tropical storms. This also builds on concepts from coasts to understand the risk from storm surges and sea level rise for coastal communities.</p>	<p><b>CHANGING ECONOMIC WORLD: UK ECONOMY (Paper 2: Section A)</b></p> <p>This unit builds upon the wider global scope of the development unit from Autumn term to focus on the economies of developed HIC countries – specifically the UK. They use their knowledge of inequality and factors influencing economic change to apply it to the changes taking place in the UK. We look at how the UK's economy has changed since the Industrial revolution and the impact of the shift to a Post-Industrial economy has changed job opportunities. We also investigate the impact if these changes on the creation of the inequality gap (North-south divide). Students will also assess the relative strategies put in place to try to reduce regional inequality and comment upon their success.</p>
<b>Skills-</b> What will be developed?	<ul style="list-style-type: none"> <li>• <b>Interpretation skills:</b> for a wide variety of information sources including: % bar charts, text analysis, population pyramids, proportional symbols, choropleth maps, data tables, range bars and dispersion, flow lines.</li> <li>• <b>Calculate:</b> Dependency ratios, mean/median values.</li> <li>• <b>Graphical skills</b> – construction of population pyramid graphs.</li> <li>• <b>Analytical skills:</b> sequencing, comparison, commenting on reliability and usefulness of data types.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Interpretation skills:</b> for a wide variety of information sources including line graphs, bar charts, text analysis, choropleth maps, data tables, range bars and dispersion, flow lines.</li> <li>• <b>Calculate:</b> mean/median values, ranges</li> <li>• <b>Graphical skills</b> – construction of different graph styles</li> <li>• <b>Analytical skills:</b> sequencing, comparison, commenting on reliability and usefulness of data types.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Interpretation skills:</b> for a wide variety of information sources including text analysis, photo analysis, proportional symbols, choropleth maps, data tables, range bars and dispersion, flow lines.</li> <li>• <b>Calculate:</b> mean/median values, percentages</li> <li>• <b>Analytical skills:</b> sequencing, comparison, commenting on reliability and usefulness of data types.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Interpretation skills:</b> for a wide variety of information sources including OS map, text analysis, diagrams, choropleth maps, data tables, range bars and dispersion, flow lines, photo analysis.</li> <li>• <b>Calculate:</b> mean/median values., ranges.</li> <li>• <b>Analytical skills:</b> sequencing, comparison, commenting on reliability and usefulness of data types.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Interpretation skills:</b> for a wide variety of information sources including synoptic charts, text analysis, choropleth maps, data tables, range bars and dispersion, flow lines, photo analysis, diagrams.</li> <li>• <b>Calculate:</b> mean/median values.</li> <li>• <b>Analytical skills:</b> sequencing, comparison, commenting on reliability and usefulness of data types.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Interpretation skills:</b> for a wide variety of information sources including: % bar charts, text analysis, population pyramids, proportional symbols, choropleth maps, data tables, range bars and dispersion, flow lines.</li> <li>• <b>Calculate:</b> mean/median values, ranges</li> <li>• <b>Graphical skills</b> – construction of cumulative % bar graphs</li> <li>• <b>Analytical skills:</b> sequencing, comparison, commenting on reliability and usefulness of data types.</li> </ul>

<p>Key 'How'/'Why' Questions- What <b>powerful knowledge</b> will be gained? What areas/themes/concepts will be explored?</p>	<ul style="list-style-type: none"> <li>• How do we classify parts of the world according to their development?</li> <li>• What are the different economic and social measures of development?</li> <li>• Why are some measures of development more useful than others?</li> <li>• How does population change link to economic development?</li> <li>• What is the Demographic Transition model (DTM)?</li> <li>• What are the causes of uneven development? (Physical, economic, and historical)</li> <li>• What are the consequences of uneven development?</li> <li>• How does an unequal world lead to migration?</li> <li>• What strategies can we use to reduce the development gap? (TNC investment, industrial development and tourism, aid, using intermediate technology, fairtrade, debt relief, microfinance loans)</li> <li>• Which one is the most effective?</li> <li>• How has the growth of tourism in Jamaica helped to reduce the development gap?</li> </ul> <p><b>Places:</b> Global patterns, St Lucia, Peru, Jamaica.</p>	<ul style="list-style-type: none"> <li>• What do we mean by Climate change?</li> <li>• What are the different ways in which Climate change may affect us?</li> <li>• How strong is the evidence for climate change?</li> <li>• Which natural factors cause climate change – orbital changes, volcanic activity, and solar output.</li> <li>• Which Human factors cause climate change – use of fossil fuels, agriculture, and deforestation.</li> <li>• How will climate change affect people and the environment?</li> <li>• How do we manage climate change?</li> <li>• How can we mitigate against it (reducing causes) and adapt to it (responding to change)?</li> <li>• Mitigation – alternative energy production, carbon capture, planting trees, international agreements</li> <li>• Adaptation – change in agricultural systems, managing water supply, reducing risk from rising sea levels.</li> </ul> <p><b>Places:</b> Global patterns, UK, Maldives, Bangladesh.</p>	<ul style="list-style-type: none"> <li>• What are the global patterns of urban change?</li> <li>• Why are urban trends different in different parts of the world including HICs and LICs?</li> <li>• What factors influence the rate of urbanisation? (Migration (push–pull theory), natural increase)</li> <li>• What is a megacity?</li> <li>• <b>A case study of a major city in an LIC or NEE to illustrate:</b></li> <li>• What is its location and importance regionally, nationally, and internationally.</li> <li>• Why did it grow?</li> <li>• How has urban growth created opportunities?</li> <li>• social: access to services – health and education; access to resources – water supply, energy</li> <li>• economic: how urban industrial areas can be a stimulus for economic development.</li> <li>• How has urban growth has created challenges? Such as managing urban growth – slums, squatter settlements, providing clean water, sanitation systems and energy, providing access to services – health and education, reducing unemployment and crime.</li> <li>• How can we manage environmental issues? – waste disposal, air and water pollution, traffic congestion.</li> <li>• How successfully can we use urban planning to improve the quality of life for the urban poor.</li> </ul> <p><b>Places:</b> Global patterns, Rio de Janeiro, Brazil.</p>	<ul style="list-style-type: none"> <li>• Are all waves the same? types and characteristics.</li> <li>• How are coasts affected by weathering processes? (Mechanical, chemical, biological)</li> <li>• What is mass movement? (Sliding, slumping and rock falls)</li> <li>• How do coastlines erode? (Hydraulic action, abrasion, and attrition)</li> <li>• What is Longshore drift?</li> <li>• Why is sediment deposited in coastal areas?</li> <li>• How are distinctive coastal landforms the result of geological factors such as - rock type, structure, and physical processes?</li> <li>• How are coastal landforms created by erosion? (Headlands and bays, cliffs and wave cut platforms, caves, arches, and stacks).</li> <li>• How are coastal landforms created by deposition? (Beaches, sand dunes, spits, and bars).</li> <li>• How can different management strategies can be used to protect coastlines from the effects of physical processes?</li> <li>• What are the costs and benefits of the following management strategies? hard engineering – sea walls, rock armour, gabions, and groynes; soft engineering – beach nourishment and reprofiling, dune regeneration; managed retreat.</li> </ul> <p><b>Places:</b> UK patterns, Felixstowe, Medmerry.</p>	<ul style="list-style-type: none"> <li>• How does the Global atmospheric circulation help to determine patterns of weather and climate?</li> <li>• Why do Tropical storms (hurricanes, cyclones, typhoons) develop because of physical conditions?</li> <li>• Where in the world is most at risk from tropical storms?</li> <li>• What are the causes of tropical storms and how do they form?</li> <li>• What are the main dangers from a tropical storm.</li> <li>• How might climate change affect the distribution, frequency, and intensity of tropical storms?</li> <li>• How do Tropical storms have significant effects on people and the environment?</li> <li>• What are the Primary and secondary effects of tropical storms?</li> <li>• What are the Immediate and long-term responses to tropical storms?</li> <li>• How do we monitor, predict, protect and plan to reduce the effects of tropical storms?</li> <li>• How is the UK is affected by several weather hazards?</li> <li>• What types of weather hazard are experienced in the UK?</li> <li>• How can extreme weather events in the UK have impacts on human activity?</li> <li>• Is there any evidence that weather is becoming more extreme in the UK.?</li> </ul> <p><b>Places:</b> Global patterns, UK patterns, UK, Philippines.</p>	<ul style="list-style-type: none"> <li>• What are the causes of economic change in the UK? (De-industrialisation and decline of traditional industrial base, globalisation and government policies)</li> <li>• How is the UK moving towards a post-industrial economy? (development of information technology, service industries, finance, research, science and business parks).</li> <li>• How does industry impact the physical environment?</li> <li>• How can we make modern industry development more environmentally sustainable?</li> <li>• What are the social and economic changes taking place in our RURAL areas which means some thrive and others decline?</li> <li>• How are we improving our road and rail infrastructure, port and airport capacity in the UK?</li> <li>• What is the north–south divide?</li> <li>• How successful are the strategies used in an attempt to resolve regional differences?</li> <li>• What is the place of the UK in the wider world? (Links through trade, culture, transport, and electronic communication. Economic and political links: the European Union (EU) and Commonwealth).</li> </ul> <p><b>Places:</b> UK patterns, UK, Cambridge, Birmingham.</p>
<p><b>SEND-</b> how will support be seen? Seating plans? Simplified questions?</p>	<ul style="list-style-type: none"> <li>• All students are placed in seating plans to enable staff to support students and where appropriate to support each other.</li> <li>• All lessons are designed with clear structure tasks which are broken up into smaller chunks to enable students to build their understanding.</li> <li>• Appropriate scaffolding is given to help students complete written work. This may include key terms, sentence starters, partially modelled answers...</li> <li>• Questioning is flexible and tailored to the needs of the group.</li> <li>• Demonstrations and examples for students to apply to new contexts.</li> </ul>					

<p><b>Assessment- What? Why?</b></p>	<ul style="list-style-type: none"> <li>Recall quizzes at the start of every lesson. These may cover keywords or facts and figures from case studies.</li> <li>Throughout lessons students will apply the knowledge learned to real GCSE exam questions. 1,2,3,4-mark questions are SELF ASSESSED using exam board mark schemes, and 6-mark questions are PEER ASSESSED against given criteria.</li> <li>At least once per topic students will attempt a 9-mark extended writing exam question – this will be TEACHER ASSESSED to give students feedback on their writing style and quality of knowledge.</li> <li>At the end of this topic students will have a FORMAL ASSESSMENT which will include a variety of exam questions and GCSE marking standards and grade boundaries will be applied. Both individual and whole class feedback will be given.</li> </ul>	<ul style="list-style-type: none"> <li>Recall quizzes at the start of every lesson. 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<p>What <b>memory for learning</b> skills will be required- modelling? Concrete answers? Retrieval?</p>	<ul style="list-style-type: none"> <li>We use a variety of quiz styles and questioning to retrieve prior knowledge.</li> <li>Use of knowledge organisers during lessons but also for homework to encourage students to go back over previous learning.</li> <li>Students regularly complete a variety of exam questions during lesson to apply their learning.</li> <li>Guided analysis of modelled or completion of partially modelled answers with students.</li> <li>Keyword plenary tasks to develop repetition of key vocab for students to use.</li> </ul>					
<p><b>Literacy</b>- reading, extended accurate writing and oracy opportunities</p>	<ul style="list-style-type: none"> <li><b>Written skills</b> focus writing analytically using evidence to support points, DESCRIBING trends and patterns clearly, using language of COMPARISON effectively. Using language of JUDGEMENT on 9 mark ASSESS questions.</li> <li><b>Reading</b> – working on the ability to read different styles of text to find evidence to find meaning and support judgments.</li> <li><b>Use of Keyword banks</b> - to ensure students are using the correct language for Geographical concepts.</li> </ul>	<ul style="list-style-type: none"> <li><b>Written skills</b> focus writing analytically using evidence to support points, DESCRIBING trends and patterns clearly, using language of COMPARISON effectively. Using language of JUDGEMENT on 9 mark ASSESS questions.</li> <li><b>Reading</b> – working on the ability to read different styles of text to find evidence to find meaning and support judgments.</li> <li><b>Use of Keyword banks</b> - to ensure students are using the correct language for Geographical concepts.</li> </ul>	<ul style="list-style-type: none"> <li><b>Written skills</b> focus writing analytically using evidence to support points, DESCRIBING trends and patterns clearly, using language of COMPARISON effectively. Using language of JUDGEMENT on 9 mark ASSESS questions.</li> <li><b>Reading</b> – working on the ability to read different styles of text to find evidence to find meaning and support judgments.</li> <li><b>Use of Keyword banks</b> - to ensure students are using the correct language for Geographical concepts.</li> </ul>	<ul style="list-style-type: none"> <li><b>Written skills</b> focus writing analytically using evidence to support points, DESCRIBING trends and patterns clearly, using language of COMPARISON effectively. Using language of JUDGEMENT on 9 mark ASSESS questions.</li> <li><b>Reading</b> – working on the ability to read different styles of text to find evidence to find meaning and support judgments.</li> <li><b>Use of Keyword banks</b> - to ensure students are using the correct language for Geographical concepts.</li> </ul>	<ul style="list-style-type: none"> <li><b>Written skills</b> focus writing analytically using evidence to support points, DESCRIBING trends and patterns clearly, using language of COMPARISON effectively. Using language of JUDGEMENT on 9 mark ASSESS questions.</li> <li><b>Reading</b> – working on the ability to read different styles of text to find evidence to find meaning and support judgments.</li> <li><b>Use of Keyword banks</b> - to ensure students are using the correct language for Geographical concepts.</li> </ul>	<ul style="list-style-type: none"> <li><b>Written skills</b> focus writing analytically using evidence to support points, DESCRIBING trends and patterns clearly, using language of COMPARISON effectively. Using language of JUDGEMENT on 9 mark ASSESS questions.</li> <li><b>Reading</b> – working on the ability to read different styles of text to find evidence to find meaning and support judgments.</li> <li><b>Use of Keyword banks</b> - to ensure students are using the correct language for Geographical concepts.</li> </ul>
<p><b>Numeracy/computing</b> skills</p>	<ul style="list-style-type: none"> <li><b>Calculate:</b> Dependency ratios, mean/median values.</li> </ul>	<ul style="list-style-type: none"> <li><b>GRAPHING</b> – construction of scatter graphs and their interpretation.</li> </ul>	<ul style="list-style-type: none"> <li><b>Calculate:</b> mean/median values, percentages change over time.</li> </ul>	<ul style="list-style-type: none"> <li><b>Calculate:</b> mean/median values, percentages change over time.</li> </ul>	<ul style="list-style-type: none"> <li><b>GRAPHING</b> – construction and interpretation temperature and precipitation graphs/data</li> </ul>	<ul style="list-style-type: none"> <li><b>GRAPHING</b> - construction and interpretation cumulative % bar charts</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Graphical skills</b> – construction of population pyramid graphs.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>CORRELATION</b> we look at types of correlation in data to make judgements on relationships between variables.</li> </ul>		<ul style="list-style-type: none"> <li>• <b>CORRELATION</b> we look at types of correlation in data to make judgements on relationships between variables.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>CORRELATION</b> we look at types of correlation in data to make judgements on relationships between variables.</li> </ul>	<ul style="list-style-type: none"> <li>• Students calculate percentages and % increase/change</li> </ul>
<b>Character</b> development	<p><b>Respectful and compassionate</b> – students will be looking at a range of other places in the world some of which have experienced extreme poverty or conflict. They will need to be both respectful and compassionate when thinking about the issues facing different groups of people around the world.</p> <p><b>Resilience</b> – students can also learn how resilient people can be in the face of significant challenges.</p>	<p><b>Compassion</b> – students will need to put themselves in the position of people affected by changing climate and extreme weather to understand the problems they may face.</p> <p><b>Resilience</b> – students can also learn how resilient people can be in the face of significant challenges.</p>	<p><b>Respectful and compassionate</b> – students will be looking at a range of other places in the world some of which have experienced extreme poverty or challenges. They will need to be both respectful and compassionate when thinking about the issues facing different groups of people.</p> <p><b>Resilience</b> – students can also learn how resilient people can be in the face of significant challenges.</p>	<p><b>Compassion</b> – students will need to put themselves in the position of people affected by coastal erosion and understand why they may feel unhappy with decision not to protect their communities.</p> <p><b>Resilience</b> – students can also learn how resilient people can be in the face of significant challenges.</p>	<p><b>Compassion</b> – students will need to put themselves in the position of people affected by extreme weather in a variety of economic settings to understand the problems they may face and how it influences their capacity to cope.</p> <p><b>Resilience</b> – students can also learn how resilient people can be in the face of significant challenges.</p>	<p><b>Respectful and compassionate</b> – students will be looking at different communities across the UK some of which are experiencing poverty and homelessness and they will need to build a compassionate understanding of the issues facing different groups of people and why some problems maybe harder to overcome than others.</p>
<b>Equality/Diversity</b> opportunities	We look at a variety of countries around the world to look at how both historical and current causes of inequality. How the consequences of these still impact today.	Students will develop awareness of the range of factors which influence why some groups of people may be more at risk from climate change. But also consider the relative responsibility of different groups of people in dealing with the issues.	Students will develop awareness of the fact that people can live in the same place but have very different life experiences.	Students will be looking at different coastal communities to understand the differences they face in terms of the impact of the physical geography upon where they live and decisions about whether they qualify for protection.	Students will develop awareness of the range of factors which influence why some groups of people may be more at risk from extreme weather events. Also, to think about why some people in communities might be better placed to cope with these events.	Students look at how jobs have changed over time. We look at how this may influence modern patterns of social mobility across the UK, changing gender roles and how it might affect patterns of migration and ethnicity.
<b>Homework/Independent</b> learning	<ul style="list-style-type: none"> <li>• Satchel based quizzes design to reinforce in class learning.</li> <li>• Students may be given articles, photographs, graphs, or video clips to interpret and help with the quizzes set.</li> <li>• Students may be asked to look at sources from exam papers and answer questions to build their analytical skills.</li> <li>• Students may also be set subject specific keywords to learn for in lesson tests.</li> <li>• Students will also have EXAM QUESTION set to answer.</li> </ul>					
<b>CIAG</b> coverage/links	Looks at the work of NGOs (Non-Governmental organisations) including Charities around the world and their role in improving quality of life for disadvantaged people.	Look at the role of METEOROLOGISTS and climate scientists in making decisions about the impact of climate change. We also look at a range of NGOs whose role is to manage projects related to managing climate change.	Look at the role of URBAN PLANNERS in managing large urban areas and the projects that they might oversee as part of their role.	Students look at the role of COASTAL ENGINEERS and ENVIRONMENTAL RISK MANAGEMENT ASSESSORS in making decisions and designing schemes to protect coastal communities.	Students look at how the role of METEOROLOGISTS in predicting and warning people about extreme weather events. Also touch upon the role of organisations such as the ENVIRONMENT AGENCY in the UK at managing the risk form these events.	We talk about new opportunities for jobs and industry in the UK and the changes that may continue to affect the job market in the future.