

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content- WHAT will be learned? What previous learning can be linked? Why this order/sequence?	<p>CHALLENGE OF NATURAL HAZARDS: COLD ENVIRONMENTS (<i>Paper 1: Section B</i>)</p> <p>This unit is the second part of the Living world unit covered in Y10 – so it allows students to revisit the factors which influence how ecosystems function and apply it to the new setting of polar and tundra biomes to look the impact it has on the structure and processes at work. There are also useful links back to the climate change unit as cold environments are some of the most fragile and at risk from changing patterns of temperature and precipitation. The unit also considers how humans interact with cold environments to create economic opportunities and the challenges of extreme climate and remoteness upon them. We also look at the threats human activity poses to cold environments and how they can be managed sustainably.</p>	<p>CHALLENGE OF RESOURCE MANAGEMENT: RESOURCES & ENERGY (<i>Paper 2: Section C</i>)</p> <p>This unit consists of two parts. The first part is compulsory and looks at the global patterns in resource use and an overview of the major factors affecting UK use of food, water, and energy resources. This revisits the patterns first introduced back in Y9 in the Development unit. It also links to the weather and rivers topics when looking at UK farming and water supply issues. The second part has an optional focus and currently we look at the Energy topic. This looks at the changing trends of energy use and how the sources of energy are changing with time. This has clear links back to the Climate Change unit but also reinforces some of the threats posed to the Cold environments considered in the previous topic. Students are encouraged to think about their own resource consumption.</p>	<p>CHANGING ECONOMIC WORLD: UK ECONOMY (<i>Paper 2: Section A</i>)</p> <p>This unit builds upon the wider global scope of the development unit from Y9 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. It also draws on their knowledge about UK cities to build the links between the economy of a country and its built environment.</p>	<p>REVISION of knowledge and practice of exam skills throughout this period in the run up to the summer exams.</p> <p>Lessons are designed to cover a variety of content. Lesson order can be variable as staff will choose revision topics based on the area's students feel they may need extra input, or those areas identified from Mock exams and ongoing exam question practise. Students will continue to use a variety of revision materials issued at the beginning of the year. Some lessons will focus on a particular set of exam skills identified as areas to develop from exam analysis.</p>	<p>GEOGRAPHICAL APPLICATIONS: ISSUES ANALYSIS (<i>Paper 3: Section A</i>)</p> <p>10 weeks before their exam students will receive a booklet of information based on a geographical issue. Students will analyse the different sources to gain a better understanding of the range of geographical issues affecting the given location. Ultimately, they will have to make a decision and justify it in the exam using the information in the pre-release booklet.</p>	SUMMER EXAMS
Skills- What will be developed?	<ul style="list-style-type: none"> • Interpretation skills: for a wide variety of information sources including text analysis, photo analysis, proportional symbols, choropleth maps, data tables, viewpoints. • Calculate: mean/median values, percentages • Analytical skills: sequencing, comparison, commenting on reliability and usefulness of data types. 	<ul style="list-style-type: none"> • Interpretation skills: for a wide variety of information sources including text analysis, proportional symbols, choropleth maps, data tables, flow lines, photo analysis. • Calculate: mean/median values., ranges. • Analytical skills: sequencing, comparison, commenting on reliability and usefulness of data types. 	<ul style="list-style-type: none"> • Interpretation skills: for a wide variety of information sources including: % bar charts, text analysis, population pyramids, proportional symbols, choropleth maps, data tables, flow lines. • Calculate: mean/median values, ranges • Graphical skills – construction of cumulative % bar graphs • Analytical skills: sequencing, comparison, commenting on reliability and usefulness of data types. 			

<p>Key 'How'/'Why' Questions- What powerful knowledge will be gained? What areas/themes/concepts will be explored?</p>	<ul style="list-style-type: none"> • What are the main physical characteristics of a cold environment? • How the climate, permafrost, soils, plants, animals, and people interdependent? • How are plants and animals adapted to the physical conditions? • Why do cold environments have lower biodiversity than TRF? • How can you develop opportunities in cold environments? (Mineral extraction, energy, fishing and tourism). • How can developing cold environments present challenges? (Extreme temperature, inaccessibility, provision of buildings and infrastructure). • How are Cold environments at risk from economic development? • What is the value of cold environments as wilderness areas? • Why should fragile environments be protected? • What are the strategies used to balance the needs of economic development and conservation in cold environments? (Use of technology, role of governments, international agreements, and conservation groups). <p>Places: Global patterns, Arctic, Antarctica, Svalbard.</p>	<ul style="list-style-type: none"> • How do food, water, and energy affect economic and social well-being? • What are the patterns in global inequalities in the supply and consumption of resources. • Why are there changing demands and provision of resources in the UK? • How do these changes create opportunities and challenge? • Why is there growing demand for high-value food exports from low income countries and all-year demand for seasonal food and organic produce? • How does this create larger carbon footprints? • How helpful is the move towards local sourcing of food? • How can we manage water quality and pollution? • How do we get water to where is needed? • What do we mean by the changing energy mix? (Reliance on fossil fuels, growing significance of renewables). • What is the future of fossil fuels? • What are the reasons for increasing energy consumption? (Economic development, rising population, technology) • What are the potential impacts of energy insecurity? (Exploration of difficult and environmentally sensitive areas, economic and environmental costs, food production, industrial output, potential for conflict). • How can different strategies be used to increase energy supply? • How can individual actions reduce carbon footprints? (Energy conservation, designing homes, transport) <p>Places: Global patterns, UK patterns, Peru.</p>	<ul style="list-style-type: none"> • What are the causes of economic change in the UK? (De-industrialisation and decline of traditional industrial base, globalisation, and government policies) • How is the UK moving towards a post-industrial economy? (Development of information technology, service industries, finance, research, science and business parks). • How does industry impact the physical environment? • How can we make modern industry development more environmentally sustainable? • What are the social and economic changes taking place in our RURAL areas which means some thrive and others decline? • How are we improving our road and rail infrastructure, port and airport capacity in the UK? • What is the north-south divide? • How successful are the strategies used in an attempt to resolve regional differences? • 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). <p>Places: UK patterns, UK, Cambridge, Birmingham.</p>			
<p>SEND- how will support be seen? Seating plans? Simplified questions?</p>	<ul style="list-style-type: none"> • All students are placed in seating plans to enable staff to support students and where appropriate to support each other. • All lessons are designed with clear structure tasks which are broken up into smaller chunks to enable students to build their understanding. • Appropriate scaffolding is given to help students complete written work. This may include key terms, sentence starters, partially modelled answers... • Questioning is flexible and tailored to the needs of the group. • Demonstrations and examples for students to apply to new contexts. 					

<p>Assessment- What? Why?</p>	<ul style="list-style-type: none"> Recall quizzes at the start of every lesson. These may cover keywords or facts and figures from case studies. 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. 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. This content will be assessed in a Full Paper 1 MOCK undertaken at the end of this half term. 	<ul style="list-style-type: none"> Recall quizzes at the start of every lesson. These may cover keywords or facts and figures from case studies. 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. 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. At the end of this topic students will have a FORMAL ASSESSMENT in the form of short mark questions designed to identify areas of strength and gaps in knowledge. GCSE grade boundaries will be applied. Both individual and whole class feedback will be given. 	<ul style="list-style-type: none"> Recall quizzes at the start of every lesson. These may cover keywords or facts and figures from case studies. 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. 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. 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. 	<ul style="list-style-type: none"> Recall quizzes. These may cover keywords or facts and figures from case studies. Throughout lessons students will apply the knowledge learned to real GCSE exam questions. Walk through Mocks and mini mock exam practice. 	
<p>What memory for learning skills will be required- modelling? Concrete answers? Retrieval?</p>	<ul style="list-style-type: none"> We use a variety of quiz styles and questioning to retrieve prior knowledge. Use of knowledge organisers during lessons but also for homework to encourage students to go back over previous learning. Students regularly complete a variety of exam questions during lesson to apply their learning. Guided analysis of modelled or completion of partially modelled answers with students. Keyword plenary tasks to develop repetition of key vocab for students to use. 				
<p>Literacy- reading, extended accurate writing and oracy opportunities</p>	<ul style="list-style-type: none"> Written skills 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. Reading – working on the ability to read different styles of text to find evidence to find meaning and support judgments. Use of Keyword banks - to ensure students are using the correct language for Geographical concepts. 	<ul style="list-style-type: none"> Written skills 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. Reading – working on the ability to read different styles of text to find evidence to find meaning and support judgments. Use of Keyword banks - to ensure students are using the correct language for Geographical concepts. 	<ul style="list-style-type: none"> Written skills 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. Reading – working on the ability to read different styles of text to find evidence to find meaning and support judgments. Use of Keyword banks - to ensure students are using the correct language for Geographical concepts. 	<ul style="list-style-type: none"> Written skills 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. Reading – working on the ability to read different styles of text to find evidence to find meaning and support judgments. Use of Keyword banks - to ensure students are using the correct language for Geographical concepts. 	
<p>Numeracy/computing skills</p>	<ul style="list-style-type: none"> Calculate: mean/median values, percentages change over time. 	<ul style="list-style-type: none"> Calculate: mean/median values, percentages change over time. 	<ul style="list-style-type: none"> GRAPHING - construction and interpretation cumulative % bar charts 	<ul style="list-style-type: none"> Calculate: mean/median values, percentages change over time. CORRELATION we look at types of correlation in data to make judgements on relationships between variables. 	

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Character development	<p>Compassion – students will be looking at a range of other places in the world some of which have experienced extreme challenges.</p> <p>Resilience – students can also learn how resilient people can be in the face of significant challenges.</p>	<p>Compassion – students will have to consider how their lifestyle compares to those of other people living around the world and how there actions might impact other communities. To think about their wider global responsibility and future decisions.</p> <p>Resilience – students can also learn how resilient people can be in the face of significant challenges.</p>	<p>Respectful and compassionate – 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>	Resilience and resourcefulness – students will be drawing upon all of their skills they have accumulated during their studies to prepare for their summer exams.		
Equality/Diversity opportunities	Students will develop appreciation of people living in very different locations from their own and how this might create differences in attitudes towards the natural world.	Students will develop appreciation of people living in very different locations from their own and how this might create differences in attitudes towards the natural world	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.			
Homework/Independent learning	<ul style="list-style-type: none"> • Satchel based quizzes design to reinforce in class learning. • Students may be given articles, photographs, graphs, or video clips to interpret and help with the quizzes set. • Students may be asked to look at sources from exam papers and answer questions to build their analytical skills. • Students may also be set subject specific keywords to learn for in lesson tests. • Students will also have EXAM QUESTIONS set to answer. 					
CIAG coverage/links	Look at the challenges facing people involved in FISHING and working in remote and hazardous environments. We also touch upon possible future changes in port facilities and trade routes an its impacts on jobs opportunities.	Students look at the changing opportunities in resource access – such as FARMING in the UK as well as the development of local job opportunities in OFFSHORE WIND POWER through EAST ANGLIA ONE.	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.			