

	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>URBAN ISSUES &amp; CHALLENGES:</b> <b><u>LIC/NEE URBAN</u></b> (Paper 2: Section A)</p> <p>This unit aims to build on some of the concepts of global inequality and diversity introduced in Y9 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:</b> <b><u>COASTS</u></b> (Paper 2: Section C)</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 from Y9 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:</b> <b><u>LIVING WORLDS</u></b> (Paper 1: Section B)</p> <p>This unit builds on work in Y8 about ecosystems. It also draws on work from Y9 on global climate patterns to understand how they correlate to patterns in global ecosystems. Students will look at the range of factors which influence how an ecosystem functions at different scales from an individual pond to a global biome. They will focus largely on Tropical rainforest which is a compulsory biome to study. Students will investigate the wider value to people and the planet of our ecosystems as a source of resources and climate regulator. In this way it also feeds back into their understanding of how human actions can influence climate change. Students will consider a range of different threats to global ecosystems and how we might manage or reduce them.</p>	<p><b>PHYSICAL LANDSCAPES IN THE UK:</b> <b><u>RIVERS</u></b> (Paper 2: Section C)</p> <p>This is the second of the physical landscape topics covered and revisits the underlying processes of erosion, transportation and deposition introduced in the Coasts unit. Many of the processes which shape landscapes by waves and rivers are similar. Again, some rivers content was covered in KS3 so this will revisit and build on that knowledge as well. The unit covers the course of a river through its three phases (upper, middle, and lower course) to identify how the processes change and how this is reflected in the landforms the river creates. Students will also look at the issue of flooding. Both its causes, impacts and possible solutions to manage rivers effectively and reduce the risk. Again, this raises questions about the possible consequences of global warming covered in Y9 on future flood risk and severity.</p>	<p><b>URBAN ISSUES &amp; CHALLENGES:</b> <b><u>UK URBAN</u></b> (Paper 2: Section A)</p> <p>This is the second subsection urban topic from the beginning of Y10. It allows students to revisit key terminology and concepts from the LIC/NEE urban unit and combined with understanding from the Development unit from Y9 to look at how countries with different levels of economic development face similar and different challenges in the same type of urban landscape. It will also provide some context for future studies of UK economic change and its impact on the built environment studied in Y11. The unit covers patterns of urban growth since the Industrial Revolution in the UK and how this has affected population distribution. Students have to focus on one UK city – we have chosen Birmingham. Students must be aware of patterns of opportunities and challenges across the city and how they are affected by deprivation. They also look at schemes designed to regenerate UK urban areas.</p>	<p><b>GEOGRAPHICAL APPLICATIONS:</b> <b><u>FIELDWORK</u></b> (Paper 3: Section B)</p> <p>In this unit students carry out the process of a fieldwork investigation – one human and one physical based question. The purpose is that students demonstrate and understanding of both the different stages of the investigation process from appropriate site selection and risk assessment through to evaluating the reliability of the conclusions they have made. Fieldwork is a key part of a Geographers skill set and the unit is designed to get students to think about the decisions and choices that are made at each step.</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 text analysis, photo analysis, proportional symbols, choropleth maps, data tables, 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 text analysis, photo analysis, proportional symbols, choropleth maps, data tables, flow lines, viewpoints.</li> <li>• <b>Calculate:</b> mean/median values, percentage change</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, flood hydrographs, photo analysis.</li> <li>• <b>Graphical skills:</b> construction and interpretation of flood hydrographs.</li> <li>• <b>Calculate:</b> mean/median values., ranges, lag times</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, choropleth maps, data tables, range bars and dispersion, flow lines, photo analysis, diagrams, population pyramids</li> <li>• <b>Calculate:</b> mean/median values.</li> <li>• <b>Graphical skills:</b> construction and interpretation of pie charts/% bar charts</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 maps, text analysis, data tables,</li> <li>• <b>Calculate:</b> mean/median values, ranges, interquartile ranges</li> <li>• <b>Graphical skills</b> – construction of beach profile graphs, pie charts, inverted bar graphs</li> <li>• <b>Analytical skills:</b> sequencing, comparison, commenting on reliability and usefulness of data types, sampling strategies.</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>• 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? <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 do ecosystems involve the interaction between biotic and abiotic components?</li> <li>• What are the roles of producers, consumers, decomposers, food chain, food web and nutrient cycling in ecosystems?</li> <li>• Where do we find Tropical rainforests around the world?</li> <li>• What do we mean by the interdependence?</li> <li>• How are plants and animals adapted in the TRF to the physical conditions?</li> <li>• What factors affect levels of biodiversity?</li> <li>• How have patterns of deforestation changed over time?</li> <li>• What are the causes of deforestation? (Subsistence and commercial farming, logging, road building, mineral extraction, energy development, settlement, population growth)</li> <li>• What are the impacts of deforestation? (Economic development, soil erosion, contribution to climate change)</li> <li>• What is the value of tropical rainforests to people and the environment?</li> <li>• How useful are the strategies to manage the rainforest sustainably? (Selective logging and replanting, conservation and education, ecotourism and international agreements about the use of tropical hardwoods, debt reduction).</li> </ul> <p><b>Places:</b> Global patterns, Amazon Rainforest (South America).</p>	<ul style="list-style-type: none"> <li>• How does the long profile and changing cross profile of a river and its valley change downstream?</li> <li>• What are the processes of erosion? (Hydraulic action, abrasion, attrition, solution, vertical and lateral erosion)</li> <li>• What are the different types of transportation? (Traction, saltation, suspension and solution).</li> <li>• What causes rivers to deposit sediment?</li> <li>• How are landforms formed by erosion? (Interlocking spurs, waterfalls and gorges).</li> <li>• Why do rivers bend? (Meanders and ox-bow lakes).</li> <li>• How are landforms formed by deposition? (Levéés, flood plains and estuaries).</li> <li>• How do physical and human factors affect the flood risk? (Precipitation, geology, relief and land use).</li> <li>• How do we interpret flood hydrographs?</li> <li>• What are the costs and benefits of the following management strategies? (Hard engineering - dams and reservoirs, straightening, embankments, flood relief channels) (Soft engineering – flood warnings and preparation, flood plain zoning, planting trees and river restoration)</li> </ul> <p><b>Places:</b> UK landscapes, Somerset Levels, River Tees.</p>	<ul style="list-style-type: none"> <li>• How are people spread across the UK?</li> <li>• What is the location and importance of Birmingham in the UK and the wider world?</li> <li>• What are the impacts of national and international migration on the growth and character of Birmingham?</li> <li>• How has urban change created opportunities? (Cultural mix, recreation and entertainment, employment, integrated transport systems, urban greening).</li> <li>• How has urban change created challenges? (Urban deprivation, inequalities in housing, education, health and employment, dereliction, building on brownfield and greenfield sites, waste disposal).</li> <li>• How does urban sprawl bring positives and negatives to the rural–urban fringe?</li> <li>• Why do areas need regeneration?</li> <li>• How can we make urban areas better places to live? (Management of resources, transport, water and energy conservation, waste recycling, creating green space, and reduce traffic congestion)</li> </ul> <p><b>Places:</b> UK patterns, Birmingham, London.</p>	<ul style="list-style-type: none"> <li>• What factors should be considered when selecting suitable questions for geographical enquiry?</li> <li>• How do we choose appropriate sources of primary and secondary evidence, including locations for fieldwork?</li> <li>• What is the difference between primary and secondary data?</li> <li>• How do we create a risk assessment for our fieldwork activities and how these risks might be reduced?</li> <li>• How can we identify and selection of appropriate physical and human data?</li> <li>• How do we measure and record data using different sampling methods?</li> <li>• How can we describe and justify data collection methods?</li> <li>• How do we select and accurately use appropriate presentation methods?</li> <li>• How do we explain and adapt presentation methods?</li> <li>• How do we establish links between data sets?</li> <li>• How do we use appropriate statistical techniques?</li> <li>• Can we identify anomalies in fieldwork data?</li> <li>• Can we draw evidenced conclusions in relation to original aims of the enquiry?</li> <li>• Can we evaluate the strengths and weaknesses of the geographical enquiry?</li> </ul> <p><b>Places:</b> Local area, (currently Felixstowe)</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>One lesson per fortnight students have a REVISIT lesson which is chunked to go over a range of previous learning to promote retention and recall.</li> <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 skills</b></p>	<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> <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>Calculate:</b> mean/median values, percentages change over time.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Calculate:</b> mean/median values, ranges</li> <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>• GRAPHING – construction and interpretation population pyramids.</li> <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>• GRAPHING - construction and interpretation of beach profile graphs, pie charts, inverted bar graphs.</li> <li>• <b>Calculate:</b> mean/median values, ranges, interquartile ranges.</li> </ul>
<p><b>Character development</b></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. <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. <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 viewpoints about the value of protecting the environment versus economic benefits to people. They will have to consider views which they might disagree with but be able to empathise and identify why they hold them and their validity.</p>	<p><b>Compassion</b> – students will need to put themselves in the position of people affected by flood risk and understand why they may feel unhappy with decision not to protect their communities. <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 places in the UK to appreciate that people experience a range of living conditions and challenges even in wealthy countries such as the UK. They will need to be both respectful and compassionate when thinking about the issues facing different groups of people. <b>Resilience</b> – students can also learn how resilient people can be in the face of significant challenges.</p>	<p><b>Respectful</b>– students will have to interact with members of the public as part of the fieldwork including interviewing them for questionnaires – so they will have to develop their communication skills. <b>Resourcefulness</b> – students may have to adapt to conditions on the day when carrying out their fieldwork.</p>
<p><b>Equality/Diversity opportunities</b></p>	<p>Students will develop awareness of the fact that people can live in the same place but have very different life experiences.</p>	<p>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.</p>	<p>Students will develop awareness of the different practical choices that people in other places have to make and how they impact other groups of people. Develop awareness of how cultures and societies are influenced by the physical geographies surrounding them.</p>	<p>Students will be looking at different communities located along rivers 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.</p>	<p>Students will develop awareness of the fact that people can live in the same place but have very different life experiences. They will also develop understanding of how patterns of ethnicity and deprivation develop within urban areas and across the UK.</p>	<p>Students need to think about how they plan data collection to make sure they are inclusive of different groups of people and opinions.</p>
<p><b>Homework/Independent learning</b></p>	<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>					
<p><b>CIAG coverage/links</b></p>	<p>Look at the role of URBAN PLANNERS in managing large urban areas and the projects that they might oversee as part of their role.</p>	<p>Students look at the role of COASTAL ENGINEERS and ENVIRONMENTAL RISK MANAGEMENT ASSESSORS in making decisions and designing schemes to protect coastal communities.</p>	<p>Students look at the role of CONSERVATIONISTS in the protection of ecosystems and the types of projects they are involved in. Also develop an appreciation for how your physical setting may affect job opportunities.</p>	<p>Students look at the role of the ENVIRONMENT AGENCY in risk assessment and monitoring. As well as in making decisions and designing schemes to protect people’s homes and businesses.</p>	<p>Students will look at the range of job options available in URBAN PLANNING but also in future opportunities in developing sustainable green cities of the future.</p>	<p>We discuss the importance of the various skills of investigation and how they are useful in a variety of job types.</p>