

Students to build on learning from previous years to develop a detailed understanding of processes and landforms on rivers and coasts. Students gain knowledge of urban areas – building on learning in year 7 – and compare challenges and opportunities created through urban growth in Rio de Janeiro and Bristol, as well as developing knowledge and understanding of tropical rainforests, building on learning from year 8. Students also develop data collection, presentation and analysis skills through fieldwork enquiry.

### HALF TERM 1 THE LIVING WORLD

#### All students will know:

Characteristics of ecosystems. Example: Epping Forest, Characteristics and locations of biomes. Location, characteristics and biodiversity of tropical rainforests. Plant and animal adaptations in the tropical rainforest. Causes and impacts of deforestation in Malaysian rainforest. Value and sustainable management of tropical rainforests  
Cold environments - biodiversity, plant and animal adaptations. Location and characteristics of Svalbard. Development opportunities in Svalbard. Challenges of development in Svalbard. Value of cold environments. Sustainable conservation of cold environments.

#### All students will be assessed:

Formatively: Low-stakes formative and interleaving present throughout - knowledge and understanding quizzes, key terms quizzes and spelling tests, questioning, cold calling, etc.

#### Reading skills needed for this unit:

- » Vocabulary
- » Interpreting text
- » Analysis
- » Assessment
- » Suggestion

#### Key vocabulary:

Ecosystem, Producer, Consumer, Biotic, Abiotic, Decomposer, Nutrient cycling, Food chain  
Food web, Biome, Biodiversity, Deforestation, Sustainability, Polar, Tundra, Conservation

## HALF TERM 2 URBAN ISSUES AND CHALLENGES

### All students will know:

- Global patterns of urban change
- Factors affecting rates of urbanisation
- Location and importance of Rio de Janeiro (case study: A city in an LIC or NEE)
- Causes of growth and opportunities created
- Challenges faced in squatter settlements
- Challenges faced in squatter settlements
- Urban planning in favelas (Favela Bairro project)

### All students will be assessed:

One summative assessment (exam)

Formatively: Low-stakes formative and interleaving present throughout - knowledge and understanding quizzes, key terms quizzes and spelling tests, questioning, cold calling, etc.

### Reading skills needed for this unit:

- » Vocabulary.
- » Interpreting text.
- » Analysis.
- » Assessment.
- » Suggestion.

### Key vocabulary:

Urban, Urbanisation, Urban growth, Megacity, HIC LIC, NEE, Rural to urban migration, Life expectancy Squatter settlement, Favela, Squatter settlements Quality of life

## HALF TERM 3 URBAN ISSUES AND CHALLENGES/RESOURCE MANAGEMENT

### All students will know:

- UK population distribution
- Location and importance of Bristol
- Impacts of migration in Bristol
- Social, environmental and economic challenges and opportunities in Bristol
- Urban Regeneration project – Temple Quarter
- Sustainable urban living
- Named example: Freiburg
- Global distribution of resources
- Provision of food in UK
- Provision of water in UK
- Provision of energy in UK

### All students will be assessed:

One summative assessment (exam)

Formatively: Low-stakes formative and interleaving present throughout - knowledge and understanding quizzes, key terms quizzes and spelling tests, questioning, cold calling, etc.

### Reading skills needed for this unit:

- » Vocabulary.
- » Interpreting text.
- » Analysis.
- » Assessment.
- » Suggestion.

### Key vocabulary:

Migration, Multicultural, Social deprivation, Quaternary, Social inequalities, Dereliction, Greenfield, Brownfield, Urban sprawl, Urban regeneration, seasonal food organic farming, carbon footprint, food miles, agribusiness, Surplus, Deficit, Energy mix, Fracking

## HALF TERM 4 RESOURCE MANAGEMENT/PHYSICAL LANDSCAPES

### All students will know:

- Global demand for food
- Causes and impacts of food insecurity
- Strategies to increase food supply
- EXAMPLE - Almeria - Large scale agricultural development - advantages and disadvantages
- Sustainable food supplies
- EXAMPLE - Jamalpur - Local scheme in LIC/NEE - to increase sustainable supplies of food
- Physical features of the UK
- A river's long and cross profile
- Processes of erosion, transportation and deposition.

### All students will be assessed:

Students assessed formatively throughout:

- Low-stakes formative and interleaving present throughout - knowledge and understanding quizzes, key terms quizzes and spelling tests, questioning, cold calling, etc.

### Reading skills needed for this unit:

- » Vocabulary.
- » Interpreting text.
- » Analysis.
- » Assessment.
- » Suggestion.

### Key vocabulary:

Food insecurity, Famine, Malnourishment, Undernutrition, Hydroponics, Aeroponics, Irrigation, New green revolution, Long profile, Cross profile, Erosion, Hydraulic action, Abrasion, Attrition, Solution, Transportation, Traction, Saltation, Suspension, Deposition

### HALF TERM 5 PHYSICAL LANDSCAPES

#### All students will know:

- Landforms in the upper course (waterfalls, interlocking spurs, V-shaped valleys)
- Landforms in the middle course (meanders, oxbow lakes)
- Landforms in the lower course (estuary, delta, flood plains and levees)
- Hydrological cycle
- Causes of flooding and flood hydrographs
- Flood management strategies.
- Coastal wave types
- Coastal processes (weathering, mass movement, erosion, transportation, deposition)
- Coastal landforms created by erosion (headlands and bays, cave arch stack and stump, wave cut notch and platform)
- Coastal landforms created by deposition (spits and bars, beaches, sand dunes)
- Coastal management

#### All students will be assessed:

Students assessed formatively throughout:

- Low-stakes formative and interleaving present throughout - knowledge and understanding quizzes, key terms quizzes and spelling tests, questioning, cold calling, etc.

#### Reading skills needed for this unit:

- » Vocabulary.
- » Interpreting text.
- » Analysis.
- » Assessment.
- » Suggestion.

#### Key vocabulary:

Waterfall, Interlocking spurs, V-shaped valley, Meander, Oxbow lake, Estuary, Flood plain, Levee, Surface run off, Interception, Infiltration, Hydrograph, Permeable / impermeable, Constructive / destructive waves, Mass movement, Weathering, Freeze-thaw, Headlands and Bays, Spits and bars, Sand dunes

### HALF TERM 6 PHYSICAL FIELDWORK ENQUIRY

#### All students will know:

- Creating a hypothesis
- Data collection methods
- Data processing and presentation
- Data analysis
- Evaluation of fieldwork
- Conclusion

#### All students will be assessed:

One summative assessment (exam)

Students assessed formatively throughout:

- Low-stakes formative and interleaving present throughout – knowledge and understanding quizzes, key terms quizzes and spelling tests, questioning, cold calling, etc.

#### Reading skills needed for this unit:

- » Vocabulary.
- » Interpreting text.
- » Analysis.
- » Assessment.
- » Suggestion.

#### Key vocabulary:

Hypothesis, Bradshaw model  
Primary / Secondary data, Qualitative data, Quantitative data, Random/Systematic sampling, Cross sectional area, Proportional symbols, Choropleth shading

### HOW STUDENTS CAN BE SUPPORTED AT HOME

Reading/watching/listening to global news, Satchel One, GCSE Pod, AQA online.

### HOW THIS LEARNING WILL BE EMBEDDED ELSEWHERE IN THE CURRICULUM

- » Multiculturalism in Bristol (Multicultural Britain – Year 9 history)



## 'Becoming a Geographer'

**The curriculum and assessment of students at this stage of education has been carefully designed to promote deep learning of geography and develop students into geographers:**

Students to build on learning from KS3 to develop understanding of ecosystems and tropical rainforests. Students gain knowledge of the economic world – building on learning in year 9 – and gain further knowledge of the concept of development and the measures of development. Students apply this understanding to the case studies of Nigeria and the UK. Students also build on their knowledge of natural hazards from years 8 and 9 to study the impacts and responses to earthquakes and tropical storms, and then develop their understanding of climate change (introduced in year 9).

## HALF TERM 1 HUMAN FIELDWORK

### All students will know:

- Creating a hypothesis
- Data collection methods
- Data processing and presentation
- Data analysis
- Evaluation of fieldwork
- Conclusion

### All students will be assessed:

One summative assessment (exam)

Examination style questions

Students assessed formatively throughout:  
Low-stakes formative and interleaving present throughout - knowledge and understanding quizzes, key terms quizzes and spelling tests, questioning, cold calling, etc.

### Reading skills needed for this unit:

- » Vocabulary.
- » Interpreting text.
- » Analysis.
- » Assessment.
- » Suggestion.

### Key vocabulary:

Hypothesis, Primary / Secondary data, Qualitative data, Quantitative data, Random/Systematic sampling, Social Inequality, Deprivation  
Proportional symbols, Divided bar chart

## HALF TERM 2 ECONOMIC WORLD

### All students will know:

- Measuring and classifying development
- The Demographic Transition Model.
- Causes and consequences of uneven development.
- The development gap and strategies to reduce this. (Named example: Tourism in Jamaica.)
- Location and importance of Nigeria.
- Nigeria's changing economic structure.
- Impacts of TNCs (Shell).
- Importance of international aid.
- Economic change in UK.
- impacts of industry on the environment (Named example: Torr Quarry).
- Changes in the rural landscape.
- Changes to transport infrastructure.
- North-South divide.

### All students will be assessed:

» Examination style questions.  
Students assessed formatively throughout:  
Low-stakes formative and interleaving present throughout - knowledge and understanding quizzes, key terms quizzes and spelling tests, questioning, cold calling, etc.

### Reading skills needed for this unit:

- » Vocabulary.
- » Interpreting text.
- » Analysis.
- » Assessment.
- » Suggestion.

### Key vocabulary:

Gross National Income, Life expectancy, Human Development Index, Demographic Transition Model, Development gap, Industrial structure, Primary, Secondary, Tertiary, Quaternary, Transnational corporation (TNC), International aid, Post-industrial economy, De-industrialisation, Science Park / Business Park, Infrastructure, North-South Divide

### HALF TERM 3 NATURAL HAZARDS

**All students will know:**

- Structure of the Earth and plate boundaries
- Earthquakes – Causes, impacts and responses (Nepal and Christchurch)
- Reducing the impacts of earthquakes
- Global atmospheric circulation
- Tropical storms (formation and structure)
- Hurricane Katrina – causes, impacts, responses
- Reducing the impacts of tropical storms
- UK weather events (named example: Boscastle floods)
- Evidence for climate change
- Causes and impacts of climate change
- Mitigation and adaptation

**All students will be assessed:**

One summative assessment (exam)  
Examination style questions

Students assessed formatively throughout:  
Low-stakes formative and interleaving present throughout - knowledge and understanding quizzes, key terms quizzes and spelling tests, questioning, cold calling, etc.

**Reading skills needed for this unit:**

- » Vocabulary.
- » Interpreting text.
- » Analysis.
- » Assessment.
- » Suggestion.

**Key vocabulary:**

Destructive (subduction and collision), Constructive, Conservative, Earthquake, Focus, Epicentre, Immediate / long-term responses, Planning, prediction, preparation, Tropical storm, Milankovitch Cycles, Greenhouse gases, Mitigation, Adaptation

### HALF TERM 4 ISSUE EVALUATION

**All students will know:**

The pre-release material is provided by the exam board towards the end of March. The series of lessons surrounding this, and preparation for paper 3 exam, will be delivered during this half term.

**All students will be assessed:**

Examination style questions

Students assessed formatively throughout:

Low-stakes formative and interleaving present throughout - knowledge and understanding quizzes, key terms quizzes and spelling tests, questioning, cold calling, etc.

**Reading skills needed for this unit:**

- » Vocabulary.
- » Interpreting text.
- » Analysis.
- » Assessment.
- » Suggestion.

**Key vocabulary:**

**Unknown until pre-release materials are received.**

### HALF TERM 5

**All students will:**

**Use the remainder of the term to complete revision for their upcoming exams**

#### ENRICHMENT OPPORTUNITIES

Human fieldwork trip (location TBC)

### HOW STUDENTS CAN BE SUPPORTED AT HOME

Reading/watching/listening to global news, SMHW, GCSE Pod, AQA online

