



Topic	Weeks	Topic/theme	Rationale	Assessment	Homework	Wider Curriculum (FBV, Employability, SMSC, Cultural Capital)
<b>Challenge of natural hazards: Tectonics</b>	1-2	Physical processes which cause tectonic hazards	This week sets the foundation for topic. Students are introduced to natural hazards and the 'mechanics' of earthquakes and volcanoes. They build on their learning through examining how the effects of earthquakes and volcanoes are caused.	Using the FIGURE AND OWN understanding, explain one piece of evidence for plate tectonic theory (4 marks)	Graphic organisers	<p><b>Employability-</b> Role of monitoring volcanoes and earthquakes. Processes and sequencing.</p> <p><b>SMSC-</b> Studying different people and places.</p> <p><b>FBV-</b>Equality uneven impacts and uneven wealth.</p>
	3-4	Effects and responses to natural hazards	Students will draw on their knowledge of earthquakes, as they need an in depth understanding of the range of effects of earthquakes. They build on this learning through considering how wealth may cause the effects and responses to vary. They will focus on two contrasting case studies to examine this. They will explore how successful the management techniques will consider how useful these would be linked to their case study.	<p>Using FIGURE 2 AND OWN understanding suggest why the effects of a tectonic hazard vary between areas of contrasting wealth (6 marks).</p> <p>Using figure 1 and your own knowledge explain how countries can protect themselves to reduce the risk of tectonic hazards (6 marks)</p> <p>Assessment to include:</p> <ul style="list-style-type: none"> <li>• Tectonic hazards</li> <li>• Resources</li> <li>• Rivers</li> <li>• Development gap</li> </ul>	Graphic organisers	<p><b>Employability-</b> Role of different stakeholders in hazard management.</p> <p><b>SMSC-</b> Impacts on people in different places. Morality of impacts.</p> <p><b>FBV-</b> Equality uneven impacts and uneven wealth.</p>



**Challenge of natural hazards: Weather hazards**

1-2	Physical processes which cause atmospheric hazards	This week sets the foundation for topic. Students are introduced to atmospheric hazards and the 'mechanics' of their formation and the impacts of the effects by examining Typhoon Haiyan as a recent case study example.	Using Figure 4 only, forecast the weather conditions in New Orleans over the next 24 hours (4 marks)	Flash cards	<p><b>Employability-</b> Role of monitoring. Processes and sequencing. Role of the MET office.</p> <p><b>SMSC-</b> Studying different people and places. Study of the Philippines.</p> <p><b>FBV-</b>Equality uneven impacts and uneven wealth.</p>
3-4	Effects and responses to atmospheric hazards.	Students will be able to link their prior knowledge of effects and responses to tectonic hazards and use this to enhance their understanding of atmospheric effects and responses. They will explore how successful the management techniques will consider how useful these would be linked to their case study.	Assess the extent to which tropical storms have effects on people and the environment. Use Figure 5 and an example you have studied. [9 marks] [3 SPAG]	Flash cards	<p><b>Employability-</b> Role of monitoring/prediction and adaptation. Processes and sequencing. Role of the MET office.</p> <p><b>SMSC-</b> Studying different people and places. Study of the Philippines. Different management strategies in different countries e.g. USA and Bangladesh.</p> <p><b>FBV-</b>Equality uneven impacts and uneven wealth.</p>
5	Extreme weather in the UK	The UK is experiencing more extreme weather related events. Students will understand what extreme weather is like in the UK, why this type of weather is increasing and examine a case study to understand the effects and responses.	'The UK's weather is becoming more extreme.' Evidence this statement (6 marks)	Flash cards	<p><b>Employability-</b> Role of the MET office. Role of different stakeholders including councils, water companies and government.</p> <p><b>SMSC-</b> Study of the UK impacts and effects. Impact on daily lives.</p> <p><b>FBV-</b>Morality regarding impacts linked to climate change.</p>



Climate change	1	Climate change is the result of natural and human factors, and has a range of effects.	Climate change sceptics have created many misconceptions regarding the effects of climate change. Through these lessons students will be able to understand both the natural and human causes of climate change to help them to interpret fake news more easily regarding the climate change issue.	Using the figure and your own understanding, outline two sources of evidence of climate change (4 marks)	Mind maps	<p><b>Employability-</b> Role of jobs regarding climate science.</p> <p><b>SMSC-</b> Morality vs rich and poor. Climate change contributor's vs climate change sufferers.</p> <p><b>FBV-</b> Morality regarding impacts linked to climate change.</p>
	2-3	Managing climate change involves both mitigation (reducing causes) and adaptation (responding to change).	Climate change is a global issue which is in the news daily and can often be quite fatalistic. It is important that students understand that solutions are being developed and will have varying degrees of effectiveness but actions can be taken to reduce the impacts and effects of climate change on a range of scales from local to global.	<p>Formal assessment to include:</p> <ul style="list-style-type: none"> <li>• Tectonics</li> <li>• Atmospheric hazards</li> <li>• Extreme weather</li> <li>• Deserts</li> </ul>	Mind maps	<p><b>Employability-</b> Role of jobs regarding climate science.</p> <p><b>SMSC-</b> Morality vs rich and poor. Climate change contributors vs climate change sufferers.</p> <p><b>FBV-</b> Morality regarding impacts linked to climate change.</p>



Urban issues and challenges Rio de Janeiro	1-2	Urbanisation and Importance of Rio, opportunities and Challenges	Rio de Janeiro is an example of a city in a newly emerging economy. This means the area has experienced rapid urbanisation, which has created a range of opportunities for people but also problems.	<p>Using figure 1 and your own understanding, explain reasons for the emergence of megacities. (6 marks)</p> <p>Using your own knowledge, suggest the social challenges caused by urbanisation. (6 marks)</p>	Mind maps	<p><b>Employability-</b> Income and employment opportunities in Rio as a newly emerging economy. Focus on the informal economy and how this compares to the formal economy that the students will experience in the UK.</p> <p><b>SMSC-</b> Uneven development and social inequality. Study of Rio and its importance and culture. Exploration of favelas and their uniqueness.</p> <p><b>FBV-</b>Rule of law. Freedom of opportunity.</p>
	3-4	Resolving challenges including planning for the urban poor	Students will be able to explore how issues can be solved in cities which have limited wealth due to the income level of the country and find solutions to manage the rapid urban growth. There is a particular focus on the urban poor where students focus on the success of the Favela Bairro Project and how this has improved the quality of life for the poorest in the city.	<p>To what extent has the informal economy provided opportunities for a NEE of your choice? (9 marks)</p> <p>Evaluate the effectiveness of an urban planning strategy in helping to improve the quality of life for the urban poor. Use an example of a city in a lower income country (LIC) or newly emerging economy (NEE). [9 marks] [+ 3 SPaG marks]</p>	Mind maps	<p><b>Employability-</b> Income and employment opportunities in Rio as a newly emerging economy. Focus on the informal economy and how this compares to the formal economy that the students will experience in the UK.</p> <p><b>SMSC-</b> Uneven development and social inequality. Study of Rio and its importance and culture. Exploration of favelas and their uniqueness. Improving quality of life.</p> <p><b>FBV-</b>Rule of law. Freedom of opportunity.</p>



Urban issues and challenges: Sheffield

Urban issues and challenges: Sheffield	1-2	Importance of Sheffield and challenges faced	Sheffield is the major large city close to where the students live. Many students will live, work or study in Sheffield in the future so it will be important to understand why it is a major urban area, what opportunities there are for peoples quality of life but also some of the problems faced in Sheffield for people which may affect their quality of life.	To what extent has urban change created social and economic opportunities in a UK city you have studied? (9 marks + 3 SPAG)	Graphic organiser	<p><b>Employability-</b> employment and income opportunities in Sheffield.</p> <p><b>SMSC-</b> Protecting heritage and celebrating this. Social opportunities in urban areas as well as social challenges.</p> <p><b>FBV-</b> Respect for local heritage.</p>
	3-4	Resolving challenges and urban regeneration	Students will see signs of changes to the UK economy in Sheffield and their local areas for example dereliction and unused brownfield sites. Students will be able to explore how these issues can be solved with a particular focus on urban regeneration where this land can be used to create new dynamic areas to stimulate economic growth.	For an urban regeneration project you have studied in a HIC, assess the extent to which the project has been a success (9 marks +3 SPAG)	Graphic organiser	<p><b>Employability-</b> employment and income opportunities in Sheffield.</p> <p><b>SMSC-</b> Protecting heritage and celebrating this. Social opportunities in urban areas as well as social challenges.</p> <p><b>FBV-</b> Respect for the environment.</p>
	5	Sustainable urban development	Sustainability is an increasingly important aspect of human development and concern for the environment is rapidly growing due to climate change. This will help students to understand the concepts of sustainable urban development and how this can be planned to promote better quality of life in urban areas.	<p>Using Figure 4 and your own knowledge, describe how the features of the Greenhouse development will make for more sustainable urban living (6 marks)</p> <p>Formal assessment to include:</p> <ul style="list-style-type: none"> <li>• Urban issues and challenges             <ul style="list-style-type: none"> <li>• Living world</li> <li>• Resources</li> </ul> </li> </ul>	Graphic organiser	<p><b>Employability-</b> the development of the green economy. Town planning and sustainable design of urban areas.</p> <p><b>SMSC-</b> Environmental protection and its growing importance.</p> <p><b>FBV-</b> Respect for the environment.</p>



Physical Fieldwork Enquiry	1	Introducing enquiry: As the velocity of the River Burbage increases, so does the amount of erosion	Students will understand how the enquiry process works and be introduced to their fieldwork area where they will conduct their fieldwork enquiry. This will also provide a good opportunity for recall from their rivers topic in year 9.	Suggest one question that could form the basis of a physical or human geography enquiry question in the environment shown in figure 1 (2 marks)  Justify why your question represents a good enquiry questions (3 marks)	Flash cards	<b>Employability-</b> Understanding the importance of the enquiry process in further study such as at degree level. How different employers might use this process for research.  <b>SMSC-</b> Study of local river environment.  <b>FBV-</b> following rules for safe fieldwork. Respect for the local area.
	2	Fieldwork in the River Burbage	Students will be collecting a range of fieldwork data such as: <ul style="list-style-type: none"> <li>• Velocity</li> <li>• Depth</li> <li>• Width</li> <li>• Bedload size and shape</li> </ul>	Write the title of your <b>physical</b> geography fieldwork enquiry. Assess the effectiveness of your data collection method(s) (6 marks)	Flash cards	<b>Employability-</b> Team work and communication. Accurate recording of information.  <b>SMSC-</b> Respecting local area.  <b>FBV-</b> following rules for safe fieldwork. Respect for the local area.
	3-4	Presenting data and forming conclusions and evaluating our enquiry.	Processing results and data is crucial for forming conclusions relating to the enquiry and will therefore allow the hypothesis to be proved or disproved. This will then allow evaluation of study to consider how the reliability could be improved.	Write the title of your <b>physical</b> geography fieldwork enquiry. Assess the effectiveness of your data collection method(s) (6 marks)  Justify one primary data collection method used in relation to the aim(s) of your physical geography enquiry (3 marks)  For your physical fieldwork enquiry, to what extent did the results meet the original hypothesis? (9 marks + 3 SPAG)	Flash cards	<b>Employability-</b> Problem solving/critical thinking/processing data and forming conclusions/evaluation of study.  <b>SMSC-</b> Study of local river environment.



<p><u>Revision</u></p>	<p>Revision including: The Living World</p>	<p>Students will complete a mix of paper 1,2 and 3 revision to recall their knowledge and understanding from the previous years.</p>		<p>Revision pack and revision method of students choice.</p>		
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