



Topic	Learning Objectives	Key Vocabulary	Learning Sequence	Linked Learning	Home Learning
Natural hazards	To understand how to describe natural hazards and hazard risk and the factors that increase hazard risk.	Hazard Atmospheric Tectonic Geomorphological Biological Urbanisation poverty	Key word definitions. Sorting images into risk categories. Mapping activity. Using statistics to create pie charts. GCSE exam question.	Prerequisites: Year 9 half term 2—tectonics Describing locations— throughout KS3 Statistical skills - throughout KS3 What comes next: Development of skills/exam technique Links to Development unit of work in half term 3	Revise key terms Practice exam questions Research hazard case studies
Distribution of earthquakes and volcanoes	To understand how to describe the distribution of earthquakes and volcanoes and to link the distribution of earthquakes and volcanoes to plate tectonics .	Earthquake Volcano Tectonic plates Convection currents Core Mantle Crust Plate boundaries	Key word definitions. Describing patterns on a map. Annotated diagrams showing layers of the earth . GCSE question.	Prerequisites: Year 9 half term 2—tectonics Describing locations— throughout KS3 Statistical skills - throughout KS3 What comes next: Development of skills/exam technique Exam technique	Revise key terms Practice exam questions Research hazard case studies
Physical processes at plate margins	To understand plate tectonics theory and describe and explain the global distribution of volcanic eruptions and earthquakes and their relationships to plate margins.	Continental crust Oceanic crust Constructive margin Destructive margin Conservative margin Subduction zone Oceanic ridge	Annotated diagrams of different plate boundaries showing key physical processes and examples of each. GCSE Question.	Prerequisites: Year 9 half term 2—tectonics Describing locations— throughout KS3 Statistical skills - throughout KS3 What comes next: Development of skills/exam technique	Revise key terms Practice exam questions Research hazard case studies



Topic	Learning Objectives	Key Vocabulary	Learning Sequence	Linked Learning	Home Learning
Chile and Nepal Earthquakes: example of two earthquakes in contrasting countries	To be able to compare in detail the events of two earthquakes and explain how different levels of wealth and development affect the impact of hazards.	Primary effects Secondary effects Seismic waves Richter scale Mercalli scale Social Economic environmental	Key definitions. Locating places using geographical terminology. Sorting effects into categories. Comparison exercise between the effects and responses of countries with different levels of wealth . GCSE question.	Prerequisites: Year 9 half term 2—tectonics Describing locations— throughout KS3 Statistical skills - throughout KS3 What comes next: Development of skills/exam technique Links to Development unit of work in half term 3	Revise key terms Practice exam questions
Living with the risk from Tectonic Hazards	To be able to justify why people live in areas at risk from earthquakes and volcanoes .	Risk Monitoring Poverty Settlement Tsunami Geothermal Tourism	Identifying different risks associated with tectonically active areas. Categorising advantages and disadvantages of living in areas at risk. Mapping activity. GCSE question.	Prerequisites: Year 9 half term 2—tectonics Describing locations— throughout KS3 Statistical skills - throughout KS3 What comes next: Development of skills/exam technique Links to Development unit of work in half term 3	Revise key terms Practice exam questions Revision for end of unit test
Reducing the risk from tectonic hazards	To evaluate the four main management strategies for reducing the risk from tectonic hazards.	Monitoring Prediction Protection Planning Seismicity Geophysical Hydrology	Researching different methods of monitoring, predicting, protection from and planning for volcanic eruptions and earthquakes. Written descriptions and evaluations of different strategies. GCSE question.	Prerequisites: Year 9 half term 2—tectonics Describing locations— throughout KS3 Statistical skills - throughout KS3 What comes next: Development of skills/exam technique	Revise key terms Practice exam questions Revision for end of unit test



Topic	Learning Objectives	Key Vocabulary	Learning Sequence	Linked Learning	Home Learning
Global atmospheric circulation	To understand how global atmospheric circulation affects global weather and climate.	Air pressure Trade winds Altitude Coriolis effect Hadley Cell Ferrel Cell Polar Cell	Key word definitions. Annotated diagram of global atmospheric circulation model. Written explanations about how global atmospheric circulation is responsible for different ecosystems GCSE questions	Prerequisites: Year 8 half term 2—weather and climate Describing locations— throughout KS3 Statistical skills - throughout KS3 What comes next: Development of skills/exam technique Links to Ecosystems unit of work half term 3 year 11	Revise key terms Practice exam questions Research weather hazards
Formation and structure of tropical storms	To understand how tropical storms form, their structure and affects of climate change on them.	Friction Evaporation Condensation Precipitation Saffir-Simpson Frequency Intensity	Annotated diagrams of structure and formation of tropical storms Written explanations of distribution of tropical storms Using evidence to make links between climate change with the distribution, frequency and intensity of tropical storms GCSE Question	Prerequisites: Year 8 half term 2—weather and climate Year 7 half term 4—climate change Describing locations— throughout KS3 What comes next: Development of skills/exam technique	Revise key terms Practice exam questions Research weather hazards case study
Case study of a tropical storm	To understand the effects and responses to Typhoon Haiyan	Primary effects Secondary effects Immediate responses Long-term responses Aid	Research activity into Typhoon Haiyan Sorting activity between primary/secondary effects and immediate and long-term responses	Prerequisites: Year 8 half term 2—weather and climate Development of extended writing What comes next: Development of skills/exam technique	Revise key terms Practice exam questions Research case study examples



Topic	Learning Objectives	Key Vocabulary	Learning Sequence	Linked Learning	Home Learning
Reducing the effects of tropical storms	To understand how the effects of tropical storms can be reduced	Protection Planning Hurricane watch Hurricane warning Cyclone shelter Meteorological	Researching different methods of monitoring, predicting, protection from and planning for tropical storms. Written descriptions and evaluations of different strategies. GCSE question.	Prerequisites: Year 8 half term 2—weather and climate Development of extended writing What comes next: Development of skills/exam technique	Revise key terms Practice exam questions
Weather hazards in the UK	To understand that the UK is affected by a variety of weather hazards	Extreme weather Thunderstorms Prolonged rainfall Drought	Identifying different risks associated with weather hazards. Categorising advantages and disadvantages of living in areas at risk. Mapping activity. GCSE question.	Prerequisites: Year 8 half term 2—weather and climate Development of extended writing Describing locations— throughout KS3 Statistical skills - throughout KS3 What comes next: Development of skills/exam technique	Revise key terms Practice exam questions Research UK extreme weather events Revise for end of unit test
Extreme weather in the UK	To study a case study of an extreme weather event in the UK	Social Economic Environmental Political Dredging Floodwaters Stagnant Re-oxygenated	Identify the reasons for the Somerset Levels Floods (2014) Mapping activity Categorise impacts into social, economic and environmental effects Evaluation of the immediate and long-term responses GCSE Question	Prerequisites: Year 8 half term 2—weather and climate Describing locations— throughout KS3 Map skills– year 7 term 1 and throughout KS3 Development of extended writing What comes next: Development of skills/exam technique	Revise key terms Practice exam questions Revise for end of unit test



Topic	Learning Objectives	Key Vocabulary	Learning Sequence	Linked Learning	Home Learning
Human and Natural causes of climate change	To understand and describe the human and natural causes of climate change. To assess and evaluate evidence that supports past and present climate change.	Milankovitch Cycles Volcanic Activity Greenhouse Effect Tree Rings Ice Cores Glacial Period Interglacial	Key term definitions. Information gathering: causes of climate change. Class debate: human or natural causes. Exam question practice.	Prerequisites: Links to topics in KS3 (Climate Change : Year 7) What comes next: Managing/mitigating climate change	To research potential impacts of climate change in UK.
Managing the impacts of climate change	To describe and explain potential strategies to manage and mitigate the impacts of climate change. To evaluate the effectiveness of climate change mitigation and management.	Mitigation Carbon Capture Adaptation Alternative Energy International Agreements Management	Key term definitions. Carousel information gathering of information about management and mitigation strategies. Exam question practice.	Prerequisites: Links to Year 7 (Climate Change) Links to development and resources topic in GCSE course. What comes next: End of topic assessment. Development topic—to start during this HT (Learning Programme can be found in HT3 folder)	Revise for end of topic assessment.



Topic	Learning Objectives	Key Vocabulary	Learning Sequence	Linked Learning	Home Learning
Measuring Development	To identify the different ways development can be measured To evaluate the different indicators of development	GNI HDI Birth rate Death rate Literacy rate Infant mortality rate	Key definitions Strengths and weaknesses of single indicators Diamond 9 single indicators Evaluate best method of measuring development	Prerequisites: Year 9 - half term 2— development and tectonics Evaluation skills What comes next: Year 11—Half term 2—Nigeria	Revise key words Practice exam paper questions
Development and population structures	To understand how countries transition on a DTM To compare population pyramids of an LIC and a HIC country	Demographic transition model Population structures Birth rate Death rate Life expectancy Working population	Features, examples and reasons for each stage of DTM Assign countries to their correct stage on DTM explaining why Annotate population structure of LIC and HIC Exam Question comparing structures	Prerequisites: Year 8—Half term 1—Changing Britain Year 9 — Half Term 1— Development What comes next: Year 11—Half term 2—Nigeria	Revise key definitions Practice exam questions
Causes of uneven development	To identify the different causes of uneven development To explain the link between causes and the development gap	Climate Trade Colonialism Corruption	Identify the causes of uneven development and explain how they prevent a country from developing Look at case studies of less developed countries GCSE question—Evaluate the significance of the factors	Prerequisites: Year 9 - Half term 1—Development Year 10—Half term 1—Tectonics—LIC HIC earthquake case studies. What comes next: <i>Year 10— Half term 2—Wealth and health</i>	Revise key factors Practice exam questions Case study research



Topic	Learning Objectives	Key Vocabulary	Learning Sequence	Linked Learning	Home Learning
Development and Health	To understand how does uneven development lead to disparities of global health	GNI Malaria Obesity Communicable Non-communicable Sedentary lifestyle	Annotate graphs showing population and wealth distribution and identify main causes of death in HIC/LIC's. Investigate why people in HIC's get obesity and why people in LIC's die from treatable diseases such as Malaria GCSE Exam question	Prerequisites: KS3—graph and statistical skills What comes next: Development of skills/exam technique	Revise key words Practice exam questions
Development and migration	To understand how uneven development causes international migration To explain the positives and negatives of international migration for host and source countries	National migration International migration Immigrant Emigrant Refugee Migration Asylum seeker	Key word definitions Identify and explain push and pull factors of migration Use case study knowledge to explain the causes of international migration Create a table with positives and negatives of international migration for both host and source countries	Prerequisites: Year 8—Half term 1—Changing Britain Year 9— Half term 1—Population What comes next: Year 10—Half term 2 - Reducing the Gap	Revise key words Practice exam questions Research case study
Reducing the Gap	To describe and explain the different ways that the development gap can be reduced To evaluate the methods used to reduce the development gap	FDI TNC's Types of aid Intermediate technology Fair trade Microfinance Debt relief	To evaluate the impact of TNC's at development gap To evaluate the impact of Aid and intermediate technology at reducing the development gap The evaluate the impact of fair trade at reducing the development gap To evaluate the impact of debt relief at reducing the development gap	Prerequisites: Year 9—Half term 3—Development What comes next: Year 11—Half term 2—Nigeria	Revise key words Practice exam questions Research specific examples



Topic	Learning Objectives	Key Vocabulary	Learning Sequence	Linked Learning	Home Learning
Jamaica Tourism	<p>To explain why Jamaica sees tourism as a way of reducing its development gap</p> <p>To evaluate the effectiveness of tourism at reducing the gap</p>	<p>Employment</p> <p>Infrastructure</p> <p>Quality of life</p> <p>Economy</p>	<p>To identify the causes of uneven development in Jamaica using graphs and statistics</p> <p>To sort the positives and negatives of tourism in Jamaica into social, economic and environmental categories</p> <p>To evaluate the effectiveness of tourism at reducing the development gap in Jamaica</p> <p>GCSE Question</p>	<p>Prerequisites:</p> <p>KS3—graphs and statistical skills</p> <p>Year 10—half term 2— ways of reducing the gap in previous lessons</p> <p>What comes next:</p> <p>Development of skills/exam technique</p>	<p>Revise key words</p> <p>Practice exam questions</p>
Importance of Nigeria	<p>To understand the location and importance of the country, regionally and globally and the wider political, social, cultural and environmental context within which the country is placed.</p>	<p>Subsistence farmers</p> <p>NEE</p> <p>Revenue</p> <p>Corruption</p> <p>Infrastructure</p> <p>Exports</p> <p>Imports</p>	<p>Written description to locate Nigeria.</p> <p>Comparison of Nigeria's size to other countries.</p> <p>Analysis of data to describe Nigeria.</p> <p>Research into the political, social, cultural and environmental aspects of Nigeria.</p>	<p>Prerequisites:</p> <p>Describing locations throughout KS3</p> <p>Statistical skills throughout KS3</p> <p>Links to development unit of work half term 3 year 1</p> <p>What comes next:</p> <p>Development of skills/exam techniques</p>	<p>Find out what has happened in Nigeria since 2014.</p> <p>Has Boko Haram killed more people or has the government stopped them? What happened?</p> <p>Has Ebola been eradicated? What has been done to prevent further outbreaks?</p>
Changing industrial structure in Nigeria	<p>To understand the balance between different sectors of the economy.</p> <p>To understand how manufacturing industry can stimulate development and the role of TNC's</p>	<p>Industrial structure</p> <p>Primary</p> <p>Secondary</p> <p>Tertiary</p> <p>Quaternary</p> <p>Industry</p> <p>Multiplier effect</p>	<p>Key word definitions</p> <p>Analysis of data about Nigeria's changing industrial structure</p> <p>Written description and explanation about how manufacturing stimulates the economy</p> <p>Classification of positives and negatives of TNC's</p> <p>GCSE Questions</p>	<p>Prerequisites:</p> <p>Describing locations throughout KS3</p> <p>Statistical skills throughout KS3</p> <p>Links to development unit of work half term 3 year 10 and urbanisation in year 9 term 1</p> <p>What comes next:</p> <p>Development of skills/exam techniques</p>	<p>Research and describe the changes in Nigeria's GDP since 2006.</p> <p>Explain why an increase in GDP does not mean that everybody is wealthier.</p> <p>Investigate some of the social benefits that TNC's have brought to Nigeria.</p>



Topic	Learning Objectives	Key Vocabulary	Learning Sequence	Linked Learning	Home Learning
Impacts of development strategies	<p>To understand the changing political and trading relationships with the wider world.</p> <p>To understand the different types of aid and the impacts of aid on the receiving country.</p>	<p>International aid</p> <p>Poverty</p> <p>Education</p> <p>Emergency aid</p> <p>Developmental aid</p> <p>NGO</p> <p>Humanitarian aid</p>	<p>Mind map about why Nigeria needs aid to help its development</p> <p>Classification activity of different types of aid and evaluation of each type</p> <p>Class discussion should the UK provide aid to Nigeria</p> <p>GCSE Questions</p>	<p>Prerequisites:</p> <p>Describing locations throughout KS3</p> <p>Statistical skills throughout KS3</p> <p>Links to development unit of work half term 3 year 10 and urbanisation in year 9 term 1 and urbanisation in year 9 term 1</p> <p>What comes next:</p> <p>Development of skills/exam techniques</p>	<p>Investigate examples of how UK government aid is used in Nigeria.</p>
Managing Nigeria's environmental issues	<p>To understand the environmental impacts of industry</p>	<p>Industrial growth</p> <p>Biodiversity</p> <p>Mineral extraction</p> <p>Aquatic ecosystems</p> <p>Toxic chemicals</p>	<p>Researching environmental effects of economic development: industrial growth; urban growth; commercial farming and deforestation; mining and oil extraction</p> <p>Mapping activities</p> <p>Analysing images</p> <p>GCSE Questions</p>	<p>Prerequisites:</p> <p>Describing locations throughout KS3</p> <p>Statistical skills throughout KS3</p> <p>Links to development unit of work half term 3 year 10 and urbanisation in year 9 term 1</p> <p>What comes next:</p> <p>Development of skills/exam techniques</p>	<p>Make a case study information leaflet about the Bodo or Bonga oil spills</p> <p>Investigate what happened, the impacts on the people and the environment. What has been done to clean up the area and compensate people? How can oil spills be prevented?</p>
Quality of life in Nigeria	<p>To understand the effects of economic development on quality of life for the population.</p>	<p>Quality of life</p> <p>Disposable income</p> <p>Standard of living</p> <p>Life expectancy</p> <p>Sanitation</p> <p>Death rate</p> <p>Human Development Index</p>	<p>Key word definitions</p> <p>Analysis of data to evaluate quality of life in Nigeria</p> <p>Discussion about limitations of development indicators</p> <p>Phots analysis</p> <p>GCSE questions</p>	<p>Prerequisites:</p> <p>Describing locations throughout KS3</p> <p>Statistical skills throughout KS3</p> <p>Links to development unit of work half term 3 year 10 and population in year 9 term 1</p> <p>What comes next:</p> <p>Development of skills/exam techniques</p>	<p>Do people still migrate across the Mediterranean?</p> <p>Where are they from? How many are Nigerian?</p> <p>Why are they migrating?</p> <p>What measures have been taken to reduce migration and</p>



Topic	Learning Objectives	Key Vocabulary	Learning Sequence	Linked Learning	Home Learning
Changes in the UK economy	To explain the causes and impacts of de-industrialisation in the UK and understand how the development of IT has affected the growth and characteristics of the UK economy	Industrialisation Deindustrialisation Globalisation Post-industrial economy	Key words and definitions Identify and explain the causes and impacts of deindustrialisation in Britain To explain how government policies have lead to globalisation To explain the development of IT and the service, finance and research employment sector. GCSE question	Prerequisites: Year 8—Half term 1—Changing Britain What comes next: Year 11– Half term 2 –Nigeria	Revise key words Practice exam questions
UK science and business parks	To understand how science and business parks provide opportunities for regional economic growth	Science park Business park regional	To describe the main differences between science and business parks Mapping activity Explain the benefits of science and business parks GCSE question—to explain how science and business parks provide opportunities for regional economic growth	Prerequisites: KS3—map skills What comes next: Development of skills/exam technique	Revise key words Practice exam questions Case study example
Environmental Impacts of Industry	To identify impacts of industry on the physical environment Using examples to demonstrate how modern industry can be more environmentally sustainable.	Sustainable Pollution	Annotate environmental impacts on diagram Watch video and identify impacts of quarrying in the SW region of England. Investigate how Torr Quarry are making quarrying more sustainable GCSE question—Evaluate the effectiveness of the solutions	Prerequisites: KS3 – extended writing tasks What comes next: Year 11—Half term 1—Urban Issues Year 11—Half term 2—Nigeria	Revise key words Practice exam questions Case study example



Topic	Learning Objectives	Key Vocabulary	Learning Sequence	Linked Learning	Home Learning
Changing Rural Landscapes	To contrast the economic challenges associated with rural areas of population growth and decline	Rural Social Economic Gentrification Inwards migration	Look at South Cambridgeshire and the Outer Hebrides and describe what it would be like to live there identifying the challenges Explain the main causes of population change in South Cambridgeshire GCSE question—Explain the consequences of rural depopulation from remote areas	Prerequisites: KS3—describing locations Year 9—Half term 1—Population—Rural push and urban pull factors What comes next: Year 11—Half term 1—Urban Issues	Revise key words Practice exam questions Case study example
Changing Transport	To understand how road and rail developments can improve the UK's economy	Infrastructure	Introduce schemes (south west super highway, cross rail, Liverpool 2 and Heathrow expansion) Walkabout activity collecting information (social and economic benefits/challenges) about each scheme GCSE Question	Prerequisites: Year 8—Half term 1—Changing Britain KS3 – extended writing tasks What comes next: Year 11– Half term 1 – Urban Issues Development of skills/exam technique	Revise key words Practice exam questions Case study example
North South Divide	The understand the inequality between the north and the south of the UK and to evaluate what strategies have been put In place to reduce it	Regional Enterprise Quality of life	Using figures, identify what the north-south divide is To explain the physical and human reasons for the divide Watch mind the gap Evaluate the strategies put in place to reduce the gap GCSE question	Prerequisites: KS3—graph and statistical skills Year 8—Half term 1—Changing Britain What comes next: Development of skills/exam technique	Revise key words Practice exam questions Case study example



Topic	Learning Objectives	Key Vocabulary	Learning Sequence	Linked Learning	Home Learning
UK's global connections	To understand how the UK benefits by having close links with the rest of the world	Trade Culture Commonwealth EU	Map activity—describe the distribution of the British commonwealth Explain the importance of the commonwealth Identify the positives and negatives of being in the EU To assess the importance of transport at creating global links GCSE Question	Prerequisites: Year 8—half term 1—Changing Britain KS3 – describing the location PSHE lessons What comes next: Year 11—Half term 2—Nigeria Development of skills/exam technique	Revise key words Practice exam questions



Topic	Learning Objectives	Key Vocabulary	Learning Sequence	Linked Learning	Home Learning
Introduction to ecosystems	To understand the characteristics and features of wood webs. To explain how human and physical factors can change an ecosystem.	Food web Biotic Abiotic Producer Consumer Predator	Key word definitions Food web description and identification of key elements Species removal activity—removing species from food web and description of the impacts World mapping activity—location of world’s biomes	Prerequisites: Ecosystems topic (year 7/8) Links to climate (year 10) World map locations understanding What comes next: Characteristics of tropical rainforests	Research species in tropical rainforests
Characteristics of tropical rainforests	To describe the distribution of tropical rainforests. To explain the features of tropical rainforests and how species adapt to survive there.	Emergent layer Shrub layer Canopy layer Adaptations Lianas Nutrient cycle	Map activity: Describing distribution of tropical rainforests Diagram of layers of the rainforest Card sort activity: matching animals to adaptations Exam question practice	Prerequisites: Understanding of characteristics of ecosystems Links to rainforests (year 7) What comes next: Deforestation of the rainforest Links to resource management topic	Key word definitions test
Deforestation of the rainforest	To describe the reasons why the rainforest is being cut down. To explain how deforestation can have local and global impacts. To evaluate strategies of managing rainforest deforestation.	Deforestation Selective logging Mining Palm oil Commercial farming Urbanisation Sustainability Ecotourism	Photograph analysis Written descriptions of causes of deforestation Video analysis Class debate/discussion of the strategies of sustainable deforestation Exam question practice	Prerequisites: Deforestation (year 7) Links to characteristics (previous lesson) What comes next: Comparison with issues in cold environments	Research tourism in Antarctica



Topic	Learning Objectives	Key Vocabulary	Learning Sequence	Linked Learning	Home Learning
Characteristics of cold environments	To describe the climate of cold environments To explain how animals adapt to survive in cold environments	Polar Tundra Antarctica Adaptations Climate graph Svalbard	Climate graph analysis Annotated diagrams of animals to show adaptations Documentary analysis: a year in Svalbard	Prerequisites: Ecosystems characteristics/locations Animal adaptations understanding What comes next: How do humans impact cold environments	Research adaptations of a cold environment species
Challenges and opportunities in cold environments	To describe the opportunities for people who live in cold environments To explain how living in cold environments can create challenges for people	Opportunities Challenges Oil extraction Tourism Fishing Mining	Video analysis: Svalbard information videos Card sort activity Written explanation of challenges in Svalbard Exam question practice: Evaluation of challenges in cold environments	Prerequisites: Understanding of cold environment characteristics and associated challenges What comes next: How humans manage activities in cold environments	Key term definitions revision/test
How can cold environments be managed	To explain how humans can sustainably live in cold environments To evaluate strategies in Svalbard and Alaska that sustainably use resources in cold environments	Oil extraction Ecotourism Climate change Alaska Exxon Valdez Svalbard	Video analysis: Human activity in Alaska and northern Canada Photograph analysis Class debate/discussion about strategies of sustainable resource use Written evaluation Exam question practice	Prerequisites: Human activities in cold environments Climate change (KS3 and Year 10) What comes next: End of topic test revision Resource management (links to rainforests and cold environments topic)	End of topic test revision



Topic	Learning Objectives	Key Vocabulary	Learning Sequence	Linked Learning	Home Learning
River landscapes —Cross profile and valley changes downstream	To understand how the cross profile of a river and valley changed downstream from the source to the mouth	Velocity V-shaped valley Cross profile Depth Width Tributary Source Mouth	Look at the different features of a drainage basin Describe how the long profile of a river changes downstream To describe how the shape of a valley changes downstream	Prerequisites: Year 7 — HT1 Rivers and flooding What comes next: Year 10 — fluvial processes	Revise key words Practice exam questions
Fluvial processes	To define the processes of erosion, deposition and transportation and explain how they shape the river channel	Hydraulic action Abrasion Attrition Solution Suspension Traction Saltation Deposition	Define the 4 types of erosion Define the 4 types of transportation and understand where they occur within a river Explain when deposition takes place GCSE question—to what extent is the size and shape of a river valley the result of the work of the river under flood conditions (6 marks)	Prerequisites: Year 7—HT1 Rivers and flooding Year 9—HT5—Coasts What comes next: Year 10—HT5—Coastal Processes	Revise key words & test Practice exam questions
Erosional and Depositional landforms	To explain how the process of erosion and deposition create landforms on a river channel	Meander Ox-bow lake Waterfall Gorge Floodplain Levee Estuary	Draw and label a diagram of a waterfall Explain how a gorge is formed using erosional processes Draw and label meander and ox-bow lake Explain how erosion and deposition form ox-bow lake Explain how deposition forms floodplains, levees and estuaries	Prerequisites: Year 7—HT1 Rivers and flooding What comes next: Development of skills and embedding key words into GCSE answers	Revise key words Practice exam questions



Topic	Learning Objectives	Key Vocabulary	Learning Sequence	Linked Learning	Home Learning
Factors that increase flood risk	To understand the human and physical factors that can increase the risk of a flood	Precipitation Geology Relief Urbanisation Deforestation Agriculture hydrograph	To divide flood risk factors into human and physical categories To look at a flood hydrograph and interpret and explain all the different components To look at contrasting flood hydrograph shapes and understand what factors affects its shape GCSE exam question	Prerequisites: Year 7 — HT1 Rivers and flooding What comes next: Development of graph interpretation and skills Development of GCSE exam questions Year 11—HT6 Living world—deforestation	Revise key words Practice exam questions Research case studies of local flooding and determine cause
Managing floods—hard and soft engineering	To understand the different strategies that can be used to reduce the impact of flooding. To look at a case study example of where hard and soft engineering strategies are in place	Hard engineering Soft engineering Dams Channel straightening Embankments Floodplain zoning Afforestation	To create a table of all the advantages and disadvantages of all the hard and soft engineering strategies GCSE exam question—evaluating the effectiveness of each strategy Look at case study example—Banbury flood management and judge the effectiveness of strategies used	Prerequisites: Year 7—HT1 Rivers and flooding What comes next: Year 10—HT5—Coastal management GCSE 'evaluation' exam question practice	Revise key words Practice exam questions Case Study examples End of topic revision



Topic	Learning Objectives	Key Vocabulary	Learning Sequence	Linked Learning	Home Learning
<p>Revision/ preparation for mock</p>	<p>To effectively use remaining in-lesson time to revise and address misconceptions/weaknesses in subject knowledge or geographical skills.</p>	<p>Human Geography Physical Geography Natural Hazards Development Living World Physical Landscapes</p>	<p>Bespoke revision support for students in preparation for exams. Practice exam questions/papers. Creation of revision resources. One-to-one revision time with class teacher.</p>	<p>Prerequisites: Students to have already produced a bank of revision materials during first year of GCSE course.</p> <p>What comes next: Mock Exams</p>	<p>Revision for Mock Exams.</p>