



Topic	Learning Objectives	Key Vocabulary	Learning Sequence	Linked Learning	Home Learning
<b>Fieldwork: Outdoor data collection</b>	To collect data for the human and physical elements of fieldwork.	Car park count Environmental Survey Risk assessment Land use survey River velocity River depth River width	Morning: Completion of human element of fieldwork (Innovation Drive Business Park).  Afternoon: Completion of physical element of fieldwork (River Don).	<b>Prerequisites:</b> Understanding of concepts linking to the fieldwork (UK Changing Economy, River processes).  <b>What comes next:</b> Creation of graphs/charts to present and analyse data.	
<b>Data presentation and analysis</b>	To understand the most appropriate methods of presenting data to allow for successful analysis of results.  To justify your choice of data presentation and evaluate the strengths and weaknesses of your data collection.	Graphs Bar chart Rose diagram Cross-section Data analysis Conclusion Evaluation	Creation of graphs/charts to present data collected in the field.  Written analysis of data collection and results linking to hypotheses.  Exam question practice.	<b>Prerequisites:</b> Understanding of <u>why</u> data collection methods were used.  Understanding of concepts linking to the fieldwork (UK Changing Economy, River processes).  <b>What comes next:</b> New topic: Urbanisation	
<b>Urbanisation and megacities</b>	To understand the growth in the percentage of the world's population that live in urban areas  To be able to explain the factors affecting the rates of urbanisation and the emergence of mega-cities	Urbanisation Rural Migration Distribution Natural increase	Key term definitions  Written description of patterns from maps and graphs  Identifying push/pull factors of migration  Written explanation about why urbanisation rates are changing  Past GCSE Question	<b>Prerequisites:</b> Describing locations throughout KS3 Statistical skills throughout KS3 Extended writing skills Links to urbanisation unit of work half term 1 year 9  <b>What comes next:</b> Development of skills/exam techniques	Research into Manchester. Find out why did the city first grow, when was growth most rapid, what is the present day population, how is the population rising and why.



Topic	Learning Objectives	Key Vocabulary	Learning Sequence	Linked Learning	Home Learning
<b>Case study of a major city—Rio de Janeiro</b>	To understand a range of opportunities and challenges in Rio de Janeiro an NEE and be able to classify these as social, economic and environmental	Squatter Gross Domestic Product Inequalities Infrastructure Formal economy Unemployment Congestion	Written descriptions of what Rio is like  Identifying social, economic and environmental problems and evaluating solutions for them  To evaluate the challenges and solutions to the growth of favelas in Rio.  GCSE Questions	<b>Prerequisites:</b> Describing locations throughout KS3 Statistical skills throughout KS3 Extended writing skills Links to urbanisation and population unit of work half term 1 year 9 and The Development Gap unit year 10 half term  <b>What comes next:</b> Development of skills/exam techniques	Investigate what functions Rio de Janeiro has kept since losing its status as the capital of Brazil.  Write a speech agreeing or disagreeing with the statement: Rio's hosting of the Olympic Games in 2016 proved beneficial to the city's environment
<b>A case study of a major city in the UK—London</b>	To understand that urban change in cities in the UK leads to a variety of social, economic and environmental opportunities and challenges	Ethnic Population Cultural mix Regeneration Transport Urban greening Inequality Green belt	Use of choropleth to describe population density  Written description of factors affecting population of London.  Evaluation of the social, economic and environmental opportunities of living in London.  Discussion of the Olympics legacy GCSE Questions	<b>Prerequisites:</b> Describing locations throughout KS3 Statistical skills throughout KS3 Links to urbanisation and population unit of work half term 1 year 9 and The Development Gap unit year 10 half term 3  <b>What comes next:</b> Development of skills/exam techniques	Areas with more diverse population also have more diverse shops and services.  Devise a fieldwork method you could use to test this hypothesis.  Suggest an area you could carry out this fieldwork in Burnley  Predict your results.
<b>Features of sustainable urban living</b>	To understand that urban sustainability requires management of resources and transport	Sustainability Ecological footprint	Research activity about the 4 strands of sustainable cities: water conservation; energy conservation; waste recycling; creating green space.  Research transport strategies.  Classification of benefits of sustainable urban living	<b>Prerequisites:</b> Year 9 half term 1 —population and urbanisation Statistical skills - throughout KS3 Describing locations— throughout KS3 Extended writing skills  <b>What comes next:</b> Development of skills/exam technique	Research features of Burnley and how it is or isn't sustainable  Plan a cycling strategy for Burnley and explain how you would encourage more people to cycle on routes n these zones



Topic	Learning Objectives	Key Vocabulary	Learning Sequence	Linked Learning	Home Learning
<p><b>Coastal Landscapes— wave type and characteristics</b></p>	<p>To understand the characteristics of constructive and destructive waves</p>	<p>Destructive Constructive Fetch Swash Backwash</p>	<p>To explain how waves form and what happens when waves reach the coast  To explain how fetch affects the size/power of a wave  To draw constructive and destructive waves and label the features  Exam question—to compare the characteristics of constructive and destructive waves (4 marks)</p>	<p><b>Prerequisites:</b> Year 9—HT5 Coastal landscapes  <b>What comes next:</b> Development of key words and exam practice</p>	<p>Revise key words Practice exam questions</p>
<p><b>Coastal Processes</b></p>	<p>To understand how the processes of weathering, mass movement, erosion, transportation and deposition shape a coastline</p>	<p>Hydraulic action Abrasion Attrition Solution Traction Saltation Suspension Freeze—thaw Deposition</p>	<p>To draw and label diagrams of weathering, mass movement, erosion and transportation.  To explain the process of longshore drift and its role in coastal deposition.  GCSE exam questions</p>	<p><b>Prerequisites:</b> Year 7—HT5 Rivers and flooding Year 10—HT5 Rivers—erosional processes  <b>What comes next:</b> Development of key words and exam practice Year 10—HT5 Coastal landforms</p>	<p>Revise key words &amp; test Practice exam questions</p>



Topic	Learning Objectives	Key Vocabulary	Learning Sequence	Linked Learning	Home Learning
<b>Coastal erosional and depositional landforms</b>	To explain the formation of erosional and depositional landforms along a coastline using key words and processes	Concordant Discordant Headlands Bays Spits Bars Sand dunes	To identify the factors that influence the rate of erosion along a coastline (eg geology) to create headlands and bays  To draw and explain the formation of caves, arches and stacks and wave cut platforms (GCSE exam question)  To draw and explain the formation of spits, bars and sandunes(GCSE exam question)	<b>Prerequisites:</b> Year 9—HT5 Coastal landforms  <b>What comes next:</b> Development of key words and exam practice	Revise key words Practice exam questions Research geology of UK Coastlines
<b>Coastal Landforms as Swanage</b>	To look at the coastal landforms found in Swanage and practice OS map skills	Foreland Concordant Spits Geology 6-figure grid references	Describe the location of Swanage  Look at a geological map of the Swanage and determine the type of coastline  Using an OS map, answer questions identifying landforms along the coast	<b>Prerequisites:</b> Year 7—HT1 OS map skills Year 9—HT5—Coastal landforms Year 10—HT5—Coastal landforms <b>What comes next:</b> Development of OS map skills Case study detail for exam answers	Revise key words Practice exam questions Case study examples
<b>Coastal Management</b>	To evaluate the effectiveness of hard and soft engineering strategies at protecting the coastline from flooding/erosion.	Groynes Rock armour Gabions Beach nourishment Dune regeneration Managed retreat	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 a series of photographs of coastal erosion and justify the most appropriate management strategy.  Look at case study example—Lyme Regis, Dorset	<b>Prerequisites:</b> Year 9—HT5 Coastal management Year 10—HT5—River management  <b>What comes next:</b> Development of key words and exam 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
<b>Global distribution and use of resources</b>	<p>To describe the distribution of food, water and energy supply around the world</p> <p>To explain the factors that influence where in the world resource supply comes from</p>	<p>Food</p> <p>Water</p> <p>Energy</p> <p>NEE</p> <p>LIC</p> <p>HIC</p> <p>Resource</p>	<p>Choropleth map analysis (locations of food, water, energy supply)</p> <p>Description of trends (using TEA style of description)</p> <p>Data analysis</p> <p>Exam question practice</p>	<p><b>Prerequisites:</b></p> <p>World map knowledge (KS3/4)</p> <p>Key term knowledge (KS3/4)</p> <p><b>What comes next:</b></p> <p>Resource supply in the UK</p>	<p>Research where Burnley's water supply comes from</p>
<b>Food, energy, water supply in the UK</b>	<p>To describe the sources of the UK's food, water and energy supply</p> <p>To explain how access to resources can impact different areas of the UK</p> <p>To evaluate the impacts of supply of resources to the UK</p>	<p>Surplus</p> <p>Deficit</p> <p>Food miles</p> <p>Greenhouse effect</p> <p>Water transfer</p> <p>Energy exploitation</p>	<p>Data and choropleth map analysis</p> <p>Evaluation of examples of food, water and energy supply</p> <p>Class discussion on positives and negatives of resource supply</p> <p>Exam question practice</p>	<p><b>Prerequisites:</b></p> <p>Previous lesson: Global resource supply</p> <p>Issues with resources in Britain/trade (Year 8)</p> <p><b>What comes next:</b></p> <p>Global energy: supply and demand</p>	<p>Key term definitions</p>
<b>Global energy use and distribution</b>	<p>To describe the areas of high/low energy supply around the world</p> <p>To explain the factors that influence the provision of energy around the world</p> <p>To discuss the reasons for growing global energy consumption</p>	<p>Supply</p> <p>Demand</p> <p>Energy insecurity</p> <p>Energy surplus</p> <p>Energy exploitation</p> <p>Economic development</p>	<p>Analysis of data and choropleth maps</p> <p>Investigating sources of information: reasons for energy supply/demand</p>	<p><b>Prerequisites:</b></p> <p>Global supply of resources (lesson 1)</p> <p>Russia topic (Year 9)</p> <p><b>What comes next:</b></p> <p>Impacts of energy insecurity</p>	<p>Research conflict of producing oil in Alaska</p>



Topic	Learning Objectives	Key Vocabulary	Learning Sequence	Linked Learning	Home Learning
<b>Impacts of energy insecurity</b>	<p>To understand what energy insecurity is</p> <p>To describe how energy insecurity can be managed</p> <p>To evaluate the strategies being used to increase the world's energy supply</p>	<p>Energy insecurity</p> <p>Energy exploitation</p> <p>Conflict</p> <p>Arctic circle</p> <p>Oil fields</p> <p>Renewable energy</p> <p>Fossil fuels</p>	<p>Define key terms</p> <p>Analysis of sources of information</p> <p>Class debate/discussion on pros/cons of energy production</p> <p>Video analysis: Oil extraction in Arctic Circle</p>	<p><b>Prerequisites:</b></p> <p>Living world topic: conflicts in cold environments</p> <p><b>What comes next:</b></p> <p>Sources of energy: Renewable/non-renewable</p>	<p>Research UK's energy supply sources</p>
<b>Non-renewable energy sources</b>	<p>To define renewable and non-renewable energy sources with examples</p> <p>To describe the process of extracting natural gas</p> <p>To evaluate the positives and negatives of extracting natural gas</p>	<p>Non-renewable energy</p> <p>Renewable energy</p> <p>Natural gas</p> <p>Fracking</p> <p>Emissions</p> <p>Shale gas</p> <p>Global warming</p>	<p>Define key terms</p> <p>Annotated diagrams of extraction techniques</p> <p>Evaluation of arguments for/against extraction of natural gas</p> <p>Class debate/discussion</p>	<p><b>Prerequisites:</b></p> <p>Understanding of methods of sourcing energy</p> <p><b>What comes next:</b></p> <p>Comparison with strategies of sourcing renewable energy</p>	<p>Research a large scale renewable energy scheme (E.G. North Sea wind turbines)</p>
<b>Renewable energy sources</b>	<p>To describe the different ways we can source renewable energy</p> <p>To explain the potential positives and negatives of renewable energy</p> <p>To evaluate the effectiveness of the Chambamontera micro-hydro scheme</p>	<p>Solar energy</p> <p>Wind energy</p> <p>Hydroelectric energy</p> <p>Biofuels</p> <p>Energy efficiency</p> <p>Sustainability</p>	<p>Definition of key terms</p> <p>Analysis of information: positives and negatives of renewable energy schemes</p> <p>Analysis of examples of energy schemes (Malmo, Sweden)</p> <p>Detailed analysis/evaluation of micro-hydro scheme in Peru</p>	<p><b>Prerequisites:</b></p> <p>Understanding of renewable energy</p> <p>Links to climate change (KS3)</p> <p><b>What comes next:</b></p> <p>End of topic assessment</p>	<p>Revise for end of topic assessment</p>



Topic	Learning Objectives	Key Vocabulary	Learning Sequence	Linked Learning	Home Learning
<p><b>Revision/ preparation for final exams</b></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 Urbanisation Living World Resources 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><b>Prerequisites:</b> Students to have already produced a bank of revision materials during GCSE course.  <b>What comes next:</b> Final exams.</p>	<p>Revision for final exams.</p>