

# Long Term Plan GCSE Geography

Year 10

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Unit</b>	Unit 1-section A- Living with the physical environment- <b>Challenge to natural hazards.</b>  Compulsory unit	Unit 1- Section A- Living with the physical environments- <b>Weather hazards.</b>  Compulsory unit	Unit 1-Section A Living with the physical environments- <b>Climate change.</b>  Compulsory unit	Unit 1- Section B- the living world- <b>Ecosystems and Tropical rainforests.</b>  Compulsory units	Unit 1- Section B- the living world-  <b>Hot and cold climates</b>  Choose one?  <b>One from Hot deserts</b>  Unit 1- Section C-Physical landscapes in the UK	Unit 1- Section C-Physical landscapes in the UK  Students are required to study UK physical landscapes (page 14) and <b>two from Coastal landscapes in the UK (page 15), River landscapes</b>
<b>Skills, Knowledge and Learning</b>	Pupils will be looking at the following questions: <ol style="list-style-type: none"> <li>1. <b>What are natural hazards?</b></li> <li>2. <b>Where are Earthquakes and volcanoes distributed?</b></li> <li>3. <b>Effects and responses to earthquakes living with the risk from tectonic hazards.</b></li> <li>4. <b>Reducing the risk of tectonic hazards.</b></li> <li>5. <b>Case study- Nepal and</b></li> </ol>	Pupils will build on their knowledge of natural hazards from half term 1. <ul style="list-style-type: none"> <li>• <b>Global atmosphere circulation</b></li> </ul> Pupils will be describing how the air is circulated around the globe- why some areas are hot, and some are cold. Pupils will global atmospheric circulation helps determine patterns of weather and climate. <ul style="list-style-type: none"> <li>• <b>Where are tropical storms are formed? Structure and feature of tropical storms.</b></li> </ul>	Pupils will build on their knowledge of extreme weathers and will be able to explain the following questions: <ul style="list-style-type: none"> <li>• <b>What is the evidence for climate change?</b></li> <li>• <b>What are the natural causes of climate change?</b></li> <li>• <b>What are the human causes of climate change?</b></li> <li>• <b>Managing the impact of climate change</b></li> <li>• <b>Introducing eco systems</b></li> </ul> Pupils will be able to explain the causes of climate change and explain the different effects. They will	Pupils will develop an understanding of how ecosystems change on a local scale and compare them to global ecosystems. Pupils will study how people interact with ecosystems. Pupils will answer the following questions: <ul style="list-style-type: none"> <li>• How does change affect ecosystems?</li> <li>• Introducing global ecosystems</li> <li>• Environment characteristics of rainforests</li> <li>• Causes and impact of deforestation. - pupils will understand the causes and effects of deforestation.</li> </ul>	<ul style="list-style-type: none"> <li>• Characteristics of climates- pupils will understand the different types of climates and the challenges.</li> <li>• Causes of environmental changes- pupils will look at the causes of environmental challenges using previous knowledge of climate change and extreme weathers.</li> <li>• Managing climates- pupils will analyse different ways countries manage hot climates and the strategies they use.</li> <li>• Hot- we will look at hot climates and how people adapt to environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Weathering and mass movement- pupils will look at the impact of weathering on the environment.</li> <li>• Coastal erosion- pupils explain the process of coastal erosion and explain how Coastal landforms are formed.</li> <li>• Managing coasts- pupils will look at different strategies to manage coasts and evaluate strengths and weaknesses.</li> <li>• Coastal management at Hengistbury Head- pupils will look at the case study of coastal management at Hengistbury Head</li> </ul>

## Long Term Plan GCSE Geography

	<p><b>Chile comparison.</b></p> <p>In studying these key questions pupils will be able to explain where natural hazards are distributed and why they occur in different areas. Pupils will be looking at the causes and effects of earthquakes why some countries suffer from earthquakes and the short, long-term consequences of earthquakes. Pupils will develop analysing skills by looking at the different ways countries can reduce the risk of natural hazards and how we can best prepare for earthquakes. Finally, we will be looking at a case studies of Nepal and Chile. Pupils will be able to draw similarities and differences between the two case studies.</p> <p>Pupils will develop skills of preparing for natural hazards such as storms and earthquakes.</p> <p>Pupils will develop map skills of where natural hazards occur on a global map.</p>	<p>Pupils will be able to describe the different types of tropical storms and draw comparison between them. They will be able to distinguish between the different storm formations. Pupils will look at different Tropical storms (hurricanes, cyclones, typhoons) develop because of physical conditions.</p> <p><b>• Reducing the effects of tropical storms.</b></p> <p>Pupils will understand the effects of tropical storms on the communities, environmental impact, and the cost towards the economy.</p> <p><b>• Case studies- Somerset floods 2014</b></p> <p>Pupils will be able to explain the effects of the floods in Somerset focusing how it affects the social, economic, and environmental impact of the floods. We will also look at how countries prepare for extreme weather in the UK</p>	<p>analyse the different ways in which we as humans affect climate change.</p> <p>Pupils will then understand the ways we managing climate change which involves both mitigation (reducing causes) and adaptation (responding to change).</p>	<ul style="list-style-type: none"> <li>• Pupils will understand the different strategies to Manage tropical rainforests and study the different ways to sustain tropical rainforests.</li> <li>• Tropical rainforests need to be managed to be sustainable.</li> </ul> <p>Pupils will be able to apply knowledge of sustainability to the wider world.</p>	<ul style="list-style-type: none"> <li>• Pupils will look at UK weather and UKs relief and landscapes.</li> <li>• Wave types and their characteristics.</li> </ul> <p>Pupils will build on knowledge of climate change and look at how this affects hot and cold climates.</p>	<ul style="list-style-type: none"> <li>• River- pupils will then look at river landscapes, how these can be changed and managed.</li> </ul> <p>Pupils be able to look at the problems of coasts and look at how we manage coasts in the UK.</p>
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## Long Term Plan GCSE Geography



<b>Assessment objectives</b>	<p>• AO1: Demonstrate knowledge of locations, places, processes, environments and different scales (15%). • AO2: Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes (25%). • AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements (35%, including 10% applied to fieldwork context(s)). • AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings (25%, including 5% used to respond to fieldwork data and context(s)).</p>					
<b>Enrichment/ Experiences</b>			Talk from a climate change expert		Visit to a coast to explore coastal management	Explore local river and how it is managed.
<b>Curriculum End Point / Goal</b>	<p>This unit is concerned with the dynamic nature of physical processes and systems, and human interaction with them in a variety of places and at a range of scales.</p> <p>The aims of this unit are to develop an understanding of the tectonic, geomorphological, biological and meteorological processes and features in different environments, and the need for management strategies governed by sustainability and consideration of the direct and indirect effects of human interaction with the Earth and the atmosphere.</p>					

# Long Term Plan GCSE Geography

Year 11

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Unit</b>	Unit 2- challenges in the human environment- <b>Section A- Urban issues and challenges</b>  <b>Compulsory unit</b>  How is the UK changing?  How is the world changing?	Unit 2- challenges in the human environment-  <b>Section B- The changing economic world</b>  <b>Compulsory unit</b>	Unit 2- challenges in the human environment-  Left over bits of section A/B  <b>Section C-The challenge of resource management</b>	Geographical applications and skills- field work	Revision	Exams
<b>Skills, Knowledge and Learning</b>	<b>The urban world:</b>  Social, economic challenges in Rio De Janeiro and improving the environment. Planning and managing growth.  <b>Urban change in the UK:</b>  Bristol- social economic and environmental changes in Bristol. Social and New housing and regeneration.  Pupils will study how growing percentage of the world's population effects. lives in urban areas.	<b>The development gap:</b>  Unequal world, measuring development, uneven development and reducing the gap.  <b>Nigeria- newly emerging economy:</b>  Exploring Nigeria and its relation to the wider world.  Balancing changing industrial structure. Impact of industry, transnational corporations, impact of international aid and managing environmental issues	Resource management Global distribution of resources, provision of food, water, and energy.  Pupils will develop an understanding of how food, water and energy are fundamental to human development.  Pupils will apply knowledge what they have learnt to studying how resources are managed in local area.	<b>Issue evaluation.</b>  <b>Fieldwork</b> <ul style="list-style-type: none"> <li>• Pupils will investigate the problems caused by industry in Birmingham. management.</li> <li>• Pupils will explore the difference between Primary data and collection.</li> <li>• Analysis and conclusions</li> <li>• Evaluating whether regeneration has had a positive or negative impact on Birmingham.</li> <li>• Investigating variation in urban quality of life</li> <li>• Pupils will process data and presenting urban fieldwork data.</li> </ul>		

## Long Term Plan GCSE Geography

	<p>Pupils will explore the urban growth creates opportunities and challenges for cities in LICs and NEEs.</p> <p>We will be exploring Urban change in cities in the UK and how it leads to a variety of social, economic, and environmental opportunities and challenges.</p> <p>Study urban sustainability and the requires management of resources and transport.</p> <p>Pupils will be drawing comparisons between rich and poor countries.</p> <p>Pupils will study the regeneration of Bristol and later will be able to compare this to local study of Birmingham.</p>	<p><b>There are global variations in economic development and quality of life.</b></p> <p><b>Various strategies exist for reducing the global development gap.</b></p> <p><b>Some LICs and NEEs are experiencing rapid economic development which leads to significant social, environmental and cultural change.</b></p> <p><b>Major changes in the economy of the UK have affected, and will continue to affect, employment patterns and regional growth.</b></p>		<ul style="list-style-type: none"> <li>• Pupils will analyse data collected from fieldwork and provide analysis and conclusions.</li> <li>• Evaluating your urban enquiry</li> </ul>		
<b>NC/Qualification Objectives</b>	<p>• AO1: Demonstrate knowledge of locations, places, processes, environments and different scales (15%). • AO2: Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes (25%). • AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements (35%, including 10% applied to fieldwork context(s)). • AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings (25%, including 5% used to respond to fieldwork data and context(s)).</p>					
<b>Enrichment/Experiences</b>	<p>Visit to Bristol to study regeneration.</p>		<p>Study food banks or how food is sustainable locally.</p>	<p>Fieldwork- to study impact of regeneration</p>		

## Long Term Plan GCSE Geography



Groveside  
School

<b>Curriculum End Point / Goal</b>	Pupils will consolidate their knowledge and understanding of Geography throughout the two-year period. Throughout, pupils will be able to identify changing landscapes, identify how human and physical geography work together and change over time. Pupils will have data they have collated themselves to work with their own research to understand geographical landscapes/features better. Through this consolidation of knowledge and through focusses on exam skills pupils will have the necessary knowledge and skills to prepare for the examination and feel comfortable to do this.
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