

Year Group	Term	Key Themes (Intent)	Assessments (Implementation)	KS3 National Curriculum Links KS4 AQA GCSE Specification Links	Assessment Objectives (GCSE)	Fundamental Skills	Misconceptions	SMSC/Fundamental British Values Links	Careers Context/Opportunities	Computing/Literacy/Numeracy Opportunities
YR7	HT1A HT1B - Exploring the UK through key geographical skills - KS2 Catch up - Go over continents oceans compass points how to read a map	<p>INTENT - Students will be able to recognise the difference between physical and human geography. They learn how to read different maps such as; political, physical, road, climate, OS, GIS and choropleth maps. Students also build on their locational knowledge gained at KS2 identifying continents, oceans and working out coordinates for lines of latitude and longitude. Students use OS and satellite maps and physical maps of their local area and The UK to gain a sense of place and use 4 and 6 figure grid referencing, measuring height and scale. Students then go on to explore the geography of The UK, students identify how a rising population in The UK and around the world can impact the environment - with focus on plastic pollution. Students need this locational knowledge and map reading skills as a foundation before they can start learning about different places. Students create a fantasy island where they have to use all their skills that they have learnt in the term to direct somebody around their map.</p> <p>THEME - Students will study the difference between Human and Physical Geography. Students will learn how to read different types of maps and there will also be a recap of continents, oceans and lines of latitude and longitude from primary school. Students learn geographical skills that they will need throughout their study of geography and in life such as; compass points, 4 and 6 figure grid referencing, contour lines, spot height, layer shading, aerial maps, satellite maps, scale and OS map symbols.</p> <p>Students will identify the countries that make up The UK and capital cities to gain a sense of place. Students then study the population of</p>	<p>HT1A - Base line assessment testing their knowledge and skills from primary school.</p> <p>Summative HT1B- Assessment - To create a fantasy island and a story that directs their teacher around the island using all the skills they learnt in this term such as; symbols, layer shading, contour lines, spot height, grid referencing, scale and compass directions.</p>	<p>Interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs.</p> <p>Use Geographical Information Systems (GIS) to view, analyse and interpret places and data.</p> <p>Build on their knowledge of globes, maps and atlases.</p>	<p>Geographical map skills - Being able to read different types of maps - read different maps such as; political, physical, road, climate, OS, GIS and choropleth maps and give directions using OS map symbols, layer shading, contour lines, spot height, 4 and 6 grid referencing, scale and compass directions.</p> <p>Atlas skills - Reading different types of maps and using lines of longitude and latitude.</p> <p>Describing and Explaining - Students explain how the population structure of The UK has changed. Students can describe how the impact of a rising population on plastic in UK rivers and oceans.</p>	<p>4 and 6 figure grid referencing - you have to go along the corridor and the up the stairs - not the other way around.</p> <p>Africa is a continent not a country.</p> <p>The countries that make up The UK.</p>	<p>SOCIAL - Many opportunities are given within Geography lessons that allow problem solving and thinking skills - directing people around a map using compass points/ grid referencing and height. The understand the location of The UK in relation to the whole world.</p> <p>SOCIAL AND MORAL - The impacts of plastic in UK rivers and our oceans - what could be done as a solution.</p>	<p>Careers - Reading a map and location knowledge Army, Pilot, Navy, Town Planner, Local Council. Programmer Manager - Active Pendle, Plastic Pollution - United Utilities and Charities such as Green Peace.</p>	<p>Computing - SMHWK - YouTube links.</p> <p>Literacy - students marked on SPAG throughout the half term and key word definitions.</p> <p>Numeracy - Spot height, working out grid referencing scale and compass directions.</p>	
YR 7	HT2A HT2B - Journey Through The world. HT2A - Interesting India . HT2B - Non-renewable energy used around the world.	<p>INTENT - As the first topic is heavily geographical skills, based students will now study mainly human geography with some physical. Students will study human geography relating to: population, migration and urbanisation. They will understand how human and physical processes interact to influence and change landscapes, environments and the climate; and how human activity relies on the effective functioning of natural systems by looking at the natural resources that countries have and how these can lead to human disasters with focus on Chernobyl. Students extend their locational knowledge and deepen their spatial awareness of the world's countries, using maps of the world.</p> <p>THEME - Can we explore the physical and human geography of India? Students will use their geographical skills to; describe India's location, explore inequality, life in the slums and migration. Students explore natural resources in Russia, Dubai and Ukraine and what opportunities and challenges this has brought to each place. Students study Chernobyl as this is something that I feel all students should have an understanding of how powerful nuclear power is.</p>	<p>Summative assessment HT2A - Diary entry - Explaining life in a slum in India.</p> <p>HT2B - Summative text with varied questions from multiple choice to describe/ explain and come to a judgement recap on geo skills from last half term and on Russia/ India/ Dubai and Chernobyl.</p>	<p>Human geography relating to: population and urbanisation.</p> <p>Extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Asia's key physical and human characteristics, countries and major cities.</p> <p>Human geography relating to: the use of natural resources.</p>	<p>Atlas and map skills - Build on their knowledge of globes, maps and atlases and apply and develop this knowledge study a variety of countries.</p> <p>Define key geographical terms.</p> <p>Explain key geographical issues such as migration and resource management.</p> <p>Come to a judgement on whether nuclear power should go ahead.</p>	<p>Russia isn't in Asia.</p> <p>India is just a poor country.</p>	<p>MORAL - We explore issues of poverty and the development of slums refugees to develop compassion, respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.</p> <p>MORAL - Should nuclear power go ahead after the Chernobyl disaster?</p> <p>CULTURE - Students learn about how people in LICs live differently to them.</p>	<p>Careers - Red Cross, International Aid, Boarder Control, Town Planner and Volunteer Recycling Event Coordinator Poverty Child - Bradford.</p>	<p>Computing - SMHWK - YouTube links.</p> <p>Literacy - students marked on SPAG throughout the half term and key word definitions.</p> <p>Numeracy - Students use graphs to analyse data for climate.</p>	
YR 7	HT3A HT3B Ecosystems around the world!	<p>INTENT - Students study global biomes and how they work as an ecosystem, this broadens their understanding of the world around them. Students make a moral decision "should deforestation continue". They gain a wider understanding of different cultures (tribes) and environments. In the second half term students study the desert and cold environments so that have more breadth if understanding of different biomes around the world.</p> <p>THEME - In this project, students will study tropical rainforests in detail focusing on The Amazon as a case study. They will study climate, adaptations, tribal life and deforestation - cause effects and responses. In the second half term study hot and cold deserts - focusing on The Arabian Desert in The Middle East - and the opportunities and Challenges in the cold environment using Svalbard as a case study.</p>	<p>HT3A - assessed piece - Newspaper article on The Amazon Rainforest.</p> <p>HT3B - Summative text - Test with varied questions from all topics taught this year - multiple choice to describe/ explain/ judgement and compare recap on skills and journey through the world.</p>	<p>Weather and climate, human geography relating to: the use of natural resources (logging/mining) understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems.</p> <p>Detailed case study of The Amazon Rainforest, Arabian Desert and Svalbard, focusing on their, key physical and human characteristics, countries and major cities.</p> <p>Place Knowledge Understand geographical similarities, differences and links between places through the study of human and physical geography.</p> <p>Key physical and human characteristics of polar regions.</p>	<p>Build on their knowledge of globes, maps and atlases and apply and develop this knowledge study a variety of countries.</p> <p>Explain how the climate impacts the vegetation of an area using analysing climate graphs using mean mode and median.</p> <p>Describe the climate in each biome.</p> <p>Explain adaptations in the desert and TRF. deforestation cause effect and response.</p> <p>Explain your opinion - should deforestation happen in TRF?</p> <p>Students explain some opportunities and challenges in hot and cold deserts.</p>	<p>Ecosystems don't follow a pattern across the world.</p> <p>Trees aren't important!</p> <p>All deserts have sand!</p>	<p>CULTURE - Students learn about different Amazon Tribes and how they live in the Rainforest.</p> <p>MORAL - Should the rainforest be chopped down?</p> <p>SPIRITUAL - The study of Geography is promoting a sense of wonder and fascination with the physical and human world. An understanding of scale is an important aspect of Geography and how small changes in climate can have far reaching consequences.</p> <p>SOCIAL - how can rainforests be sustainably managed? How can tourism be managed in The Desert?</p>	<p>Conservation, Sustainability, Tour Guide, Charity WWF, FSC, Scientist Rainforest Concern.</p>	<p>Computing - SMHWK - YouTube links.</p> <p>Literacy - Students marked on SPAG throughout the half term and key word definitions.</p> <p>Numeracy - Analysing graphs for deforestation and climate.</p>	
YR 8	HT1A HT1B Restless Earth - Plate tectonics.	<p>INTENT - As students finished with a human geography project students are moving on to a heavily physical project. Students need to understand the how the Earth's tectonic plates move and what effect this has on the land and people.</p> <p>Wow moment for students the Earth's plates moving cause earthquakes, volcanoes, tsunamis and mountain ranges. They will be able to describe the different plate margins and the hazards that happen at each one. Students compare two case studies of an earthquake, one in a HIC and one in a LIC to develop their understanding of how human and physical processes interact to influence and change landscapes and environments. We teach this at the start of year 8 as it is a huge concept to learn and students enjoy studying natural hazards.</p> <p>THEME - Plate tectonics, structure of the Earth, plate margins, case study of volcanic eruption. Cause, effect and response to a HIC and LIC earthquake and comparisons made.</p>	<p>HT1A - Assessed piece using continental drift practical worksheet.</p> <p>HT1B - Summative assessments - variety of question 1/2/3/4/ 6 mark questions.</p>	<p>Physical geography relating to: geological timescales and plate tectonics; rocks - Continental Drift.</p> <p>The Ice Age to the present; and glaciation.</p> <p>Understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems.</p>	<p>Atlas skills - Build on their knowledge of globes, maps and atlases and apply and develop this knowledge study a variety of countries.</p> <p>Location of volcanoes and earthquakes around the world, using maps and atlas.</p> <p>Describe the theory of continental drift.</p> <p>Describe the hazards that occur at different plate margins.</p> <p>Explain the impact of natural hazards on humans. Students explain why people live near tectonic hazards.</p> <p>Compare an earthquake in Italy (HIC) with the Pakistan earthquake (LIC) to come to a judgement on whether the impact of an earthquake links to the wealth of a country.</p>	<p>Earthquakes and volcanoes can happen anywhere in the world.</p>	<p>SOCIAL - By learning about amazing natural occurrences like global disasters, students have a 'wow' moment and then develop their empathy skills and feelings of concern, enquiry and problem solve ideas like how and why? How do the continents move? - Pangea</p> <p>MORAL - How does different levels of wealth impact the responses to natural hazards? Students focus on international aid and equality.</p>	<p>Careers - Seismologist, Red Cross, Aid Work, Reporter, Geologist and Tour guide.</p>	<p>Computing - SMHWK / GIS maps / YouTube.</p> <p>Literacy - students marked on SPAG throughout the term and key word definitions. - model answers.</p> <p>Math - Problem solving - why are volcanoes and earthquakes located in clusters - interpretation maps.</p>	

YR 8	HT2A HT2B - Development Ghana's development - Job sectors and Fair trade	<p>INTENT - Students study the unequal development in the world so they can develop empathy and demonstrate geographical understanding of concepts and how they are used in relation to places, environments and processes. They will learn about the different job sectors that exist in the world.</p> <p>THEME - Students will study different economic and social measures of development such as gross national income (GNI) per head, birth and death rates, infant mortality, life expectancy, people per doctor, literacy rates, access to safe water and Human Development Index (HDI). Development will be studied through using Ghana- Africa as a case study.</p>	<p>HT2A - mini assessment - Explain how Fairtrade can reduce the development gap, by creating an informative poster.</p> <p>HT2B - Summative test variety of question 1/2/3/4/ 6 mark questions with recap from year 7.</p>	<p>Human geography relating to: development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources.</p>	<p>Students define HIC/NEE and LIC and locate them on a world map using an atlas to help.</p> <p>Students explain economic and social measures of development such as gross national income (GNI) per head, birth and death rates, infant mortality, life expectancy, people per doctor, literacy rates, access to safe water and Human Development Index (HDI).</p> <p>Students describe what Fairtrade is and explain why it is good for Ghana.</p> <p>Students compare their life in the UK compared to life in a LIC. Students define the different job sectors and link it to how developed the country is.</p>	<p>Money (GNI) is the only way to measure how developed a country is.</p>	<p><b>SOCIAL/MORAL - Fairtrade - fair price - equality</b> <b>Should people be paid a fair price for their product? Students explore life in LICs and NEE's. They gain an understanding that development isn't equal around the world by studying key indicators and how they vary around the world such as gross national income (GNI), birth and death rates, infant mortality, life expectancy, people per doctor, literacy rates, access to safe water and Human Development Index (HDI).</b></p>	<p>Careers - Fairtrade Consultant, Marketing. . . Opens up discussions about jobs in each sector Primary - oil, farming etc. Secondary - car manufacturing. Tertiary - Nurse, Teacher, Doctor, Hotels, Travel and Tourism Quaternary - Scientific Research ICT Gaming.</p>	<p>Computing - SMHMWK / GIS maps / YouTube. Literacy - students marked on SPAG throughout the term and key word definitions. - model answers. Math - Statistics - GNI) per head, birth and death rates, infant mortality, life expectancy, people per doctor, literacy rates, access to safe water, Human Development Index (HDI)..</p>
YR 8	HT3A HT3B The power of Ice - Glaciation and Fieldwork In The Lake District.	<p>INTENT - Students will study contrasting global biomes - polar regions and glacial landscapes. Students study glaciation as a lot of the North Wests Landscape has been shaped by glaciation so they can understand how the mountains have shaped around them. Students go on a fieldtrip to The Lake District to see some of these glacial features in real life. We go to Grasmere to see how tourism has impacted the glacial landscape.</p> <p>Themes - The Ice Age, geological timescales, glacial erosion, glacial landforms. Glacial landscape (The Lake District). Land use in glacial landscapes, tourism in glacial landscapes, fieldwork plan, risk assessment, data collection, method, conclusion and evaluation. Students visit a Tarn and investigate how glaciation changed the shape of the land. In the afternoon, they will complete pedestrian counts and environmental quality surveys relating to the impacts of tourism in the area.</p>	<p>HT3A - Assessed Piece - Create a comic strip to show how the glacial budget can change.</p> <p>HT3B - End of year test, previous learning from year 7&amp;8 is used.</p>	<p>Physical Geography relating to: geological timescales -The Ice Age, weathering and soils; weather and climate in polar regions.</p> <p>Human Geography relating to: the use of natural resources (forestry, mining, sheep farming in The Lakes) understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems.</p> <p>Interpret Ordnance Survey maps in the classroom and the field, including using grid references, scale, topographical and other thematic mapping, and aerial and satellite photographs. Use Geographical Information Systems (GIS) to view, analyse and interpret places and data.</p>	<p>Build on their knowledge of globes, maps and atlases and apply and develop this knowledge.</p> <p>Students describe the extent of the ice age on a map of The UK.</p> <p>Students explain key glacial processes.</p> <p>Students collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.</p> <p>During their fieldwork to The Lake District students visit Esedale Tarn and investigate how glaciation changed the shape of the land they complete pedestrian counts and environmental quality surveys relating to the impacts of tourism in the area.</p>	<p>The UK didn't go through the ice age.</p>	<p>Social - Students have to explain different groups opinions on tourism. Culture - Fieldwork - To enhance cultural awareness of rural glaciated areas and explore a glaciated landscape.</p>	<p>Tourism, Conservation, Geologist, Service Sector and Hospitality.</p>	<p>Computing - Analysis of results and inputting information in to graphs on excel. Literacy- Students marked on SPAG throughout the term and key word definitions. - model answers. Math - pedestrian count - analysis - averages and comparisons of the different sites.</p>
YR9	HT1A Year 9 - HT1A -Urban Change - Rio de Janeiro & Burnley Covid - change - when doing Rio we will focus on poverty and deprivation in slums that they missed with Yr. 7 HT2A through the study of India. Job sectors that were missed in YR 8 HT2A we will put in urban change. DTM - industrialisation and urban change included as missed in HT2B YR 8.	<p>INTENT -This unit of work opens students eyes to the inequalities that exist in cities throughout the world and in their home town. They also gain understanding of what jobs they can do in Burnley.</p> <p>THEME - Students study urbanisation in Rio and why it is getting overpopulated, students explore the opportunities and challenges related to this. In the second half term students study the major cities of the UK and inequalities that exist - They study the deindustrialization of Burnley and how the job structure has changed overtime.</p>	<p>HT1A - Newspaper article on urban issues in Rio and Burnley.</p> <p>HT1B - Summative assessment geo skills and a variety of question 1/2/3/4/ 6 mark questions.</p>	<p>Human Geography relating to: population and urbanisation. Sweat shops - South America - Rio - NEE - location and urbanisation.</p> <p>Build on their knowledge of globes, maps and atlases.</p>	<p>Build on their knowledge of globes, maps, atlases and apply and develop this knowledge.</p> <p>Students explain the opportunities and challenges caused by urbanisation in Rio.</p> <p>Students explain how the urban areas in the UK have changed.</p> <p>Students locate major cities in The UK using geographical skills and explain how they have grown.</p> <p>Students study urban change in Burnley and explain the processes of deindustrialization and the impacts of this on their town.</p>	<p>Burnley's mills shut down because nobody wanted to work in them anymore.</p>	<p><b>SOCIAL</b> -students will appreciate the differences and similarities between people's views of the world, its environments, societies and cultures. They will develop their knowledge and understanding of geographical concepts and appreciate the relevance of these concepts to our changing world. Develop respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.</p>	<p>Careers - Traffic Management, Sustainability, Recycling, Town Planner, Local Councillor.</p>	<p>computing - SMHMWK / YouTube satellite maps / GIS. Literacy- Students marked on SPAG throughout the term and key word definitions. - model answers. Math - Statistics analysing and interpreting graphs.</p>
YR 7	HT1B Ecosystems around the world. Transition year! 2021-2022 need to include ecosystems as transition year will have missed out on it due to covid and curriculum changes.	<p>INTENT - Students study global biomes and how they work as an ecosystem, this broadens their understanding of the world around them. Students make a moral decision "should deforestation continue". They gain a wider understanding of different cultures (tribes) and environments. In the second half term students study the desert and cold environments so that have more breadth if understanding of different biomes around the world.</p> <p>THEME - In this project, students will study tropical rainforests in detail focusing on The Amazon as a case study. They will study climate, adaptations, tribal life and deforestation - cause effects and responses. In the second half term study hot and cold deserts - focusing on The Arabian Desert in The Middle East - and the opportunities and Challenges in the cold environment using Svalbard as a case study.</p>	<p>HT3A - assessed piece - Newspaper article on The Amazon Rainforest.</p> <p>HT3B - Summative test - Test with varied questions from all topics taught this year - multiple choice to describe/ explain/ judgement and compare recap on skills and journey through the world.</p>	<p>Weather and climate, human geography relating to: the use of natural resources (logging/mining) understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems.</p> <p>Detailed case study of The Amazon Rainforest, Arabian Desert and Svalbard, focusing on their, key physical and human characteristics, countries and major cities.</p> <p>Place Knowledge Understand geographical similarities, differences and links between places through the study of human and physical geography.</p> <p>Key physical and human characteristics of polar regions.</p>	<p>Build on their knowledge of globes, maps and atlases and apply and develop this knowledge study a variety of countries.</p> <p>Explain how the climate impacts the vegetation of an area using analysing climate graphs using mean mode and median.</p> <p>Describe the climate in each biome.</p> <p>Explain adaptations in the desert and TRF. deforestation cause effect and response.</p> <p>Explain your opinion - should deforestation happen in TRF?</p> <p>Students explain some opportunities and challenges in hot and cold deserts.</p>	<p>Ecosystems don't follow a pattern across the world. Trees aren't important! All deserts have sand!</p>	<p><b>CULTURE</b> - Students learn about different Amazon Tribes and how they live in the Rainforest. <b>MORAL</b> - Should the rainforest be chopped down? <b>SPIRITUAL</b> - The study of Geography is promoting a sense of wonder and fascination with the physical and human world. An understanding of scale is an important aspect of Geography and how small changes in climate can have far reaching consequences. <b>SOCIAL</b> - how can rainforests be sustainably managed? How can tourism be managed in The Desert?</p>	<p>Conservation, Sustainability, Tour Guide, Charity WWF, FSC, Scientist Rainforest Concern.</p>	<p>Computing - SMHWK - YouTube links. Literacy - Students marked on SPAG throughout the half term and key word definitions. Numeracy - Analysing graphs for deforestation and climate.</p>

YR 9	HT2A HT2B The power of water!	<p>INTENT - Students need to know where water comes from and how it shapes the land by creating different landforms. They also look at the impact of flooding and explain how these impacts can be reduced.</p> <p>THEME - Students can explain the drainage basin and process such as erosion, deposition and transportation. Students explain the impact of too much rainfall - Case study Cumbria floods and students also study a local flood in Padiham.</p>	<p>HT2A - Assessed Piece - River diagram - pupils will need to complete the diagram to explain the key river processes.</p> <p>HT2B - Summative assessment geo skills and rivers processes and formations and flooding, with prior learning questions including a variety of question 1/2/3/4/ 6 mark questions.</p>	<p>Physical Geography - Hydrology - drainage basin ,relief rainfall and rivers. Students</p> <p>Students understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems.</p>		<p>Students build on their knowledge of globes, maps and atlases and apply and develop this knowledge.</p> <p>Students define key geographical processes. Students explain the drainage basin and can describe different hydrological processes of erosion, deposition and transportation.</p> <p>Students explain the impact of flooding on humans and the environment.</p> <p>Students analyze a hydrograph and find mean, mode and median of data.</p>	<p>Flood risk is just caused by rainfall.</p>	<p>MORAL- Should humans build around rivers? This can lead to flooding which then has a huge impact on a humans and the environment.</p>	<p>Careers -Flood management, United Utilities, Environmentalist - Protecting Habitats.</p>	<p>computing - SMHMWK / YouTube.</p> <p>Literacy - Students marked on SPAG throughout the term and key word definitions. - model answers.</p> <p>Math - Statistics analysing and interpreting graphs, hydrographs, working out mean mode and range.</p>
YR 9	HT3A Development.	<p>INTENT - Students study the impact of an increasing population in China and explore the "One Child Policy". They explore whether sweat shops and population control are morally right? This allows students to form their own opinion on key world issues.</p> <p>THEME - Students explore the impact of an increasingly interconnected world through the study of: globalisation, TNC's, why companies go global, population control, sweat shops and child labour. This topic includes a mini issue evaluation looking at the globalisation of Nike with exploitation of workers. Pupils will need to create a report on if new Nike factories should be created in China</p>	<p>HT3A - Mini issue evaluation looking at Nike and globalisation of Nike with exploitation of workers. Pupils will need to create a report on if new Nike factories should be created in China.</p>	<p>Human Geography relating to: population and urbanisation. Sweat shops, globalisation in Asia - focus on China.</p> <p>Human Geography relating to: population and urbanisation.</p>		<p>Students build on their knowledge of globes, maps and atlases and apply and develop this knowledge.</p> <p>Students define key words associating to globalisation.</p> <p>Students explain the impact of TNC's in China.</p> <p>Students explain how Nike sweat shops exploit people in LICs/ NEES. Students come to a judgement on whether new factories should be created in China.</p>	<p>Sweat shops don't exist.</p> <p>People in all countries have the right to have as many babies that they want.</p>	<p>MORAL- Students can challenge their beliefs and ideas and develop their moral conscience from lessons based on child labour and paying people in LIC'S way below the UK minimum wage.</p> <p>SOCIAL- Students are educated within their Geography lessons about how society and population structures and policies change overtime.</p> <p>MORAL - Should China have brought in the one child policy? Is it Morally right?</p>	<p>Careers -Retail, Fashion, TNC'S, Health and Safety Inspector, Census ,Population Analysis and The Red Cross.</p>	<p>computing - SMHMWK / YouTube.</p> <p>Literacy- Students marked on SPAG throughout the term and key word definitions. - model answers.</p> <p>Math - Statistics analysing and interpreting graphs.</p>
YR 9	HT3B Climate Change - Covid Catch up - Include lesson on renewables and non renewables fuels - missed YR 7 HT2B	<p>INTENT -Studying climate change helps students understand and address the impact of global warming. Increasing "climate literacy" among students, encourages changes in their attitudes and behaviour, and helps them adapt to climate change related trends.</p> <p>THEME - Students study the causes of climate change and debate on whether it is caused by nature or humans. They argue what the impacts will be if the climate keeps on changing and look at some impacts that it has already had on the world. They create a campaign to raise awareness on climate change and how we can reduce it. Students study how coastal erosion is impacted by sea level rising.</p>	<p>HT3B - EOY Summative Assessment including a variety of question 1/2/3/4/ 6 mark questions assessing skills and knowledge from year 7,8 and 9.</p>	<p>Students study - The use of natural resources.</p> <p>Students understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems.</p> <p>Students study the causes, effects and mitigation of climate change. Students explain how we use natural resources and the way that can create greenhouse gases leading to climate change.</p>		<p>Students describe a line graph showing how CO2 emissions have changed overtime.</p> <p>Students explain the natural causes and human causes of climate change.</p> <p>Students explain the impact of climate change in different parts of the world..</p> <p>Students create a camping to raise awareness if climate change.</p>	<p>Climate change is just a natural processes.</p>	<p>SOCIAL - How will climate change impact people and the environment?</p> <p>MORAL- Should countries be doing more to reduce the impact of climate change?</p>	<p>Environmentalists, Scientists, Geologists, Sustainability Consultant in Climate Change.</p>	<p>computing - SMHMWK / YouTube.</p> <p>Literacy students marked on SPAG throughout the term and key word definitions. - model answers.</p> <p>Math - Statistics analysing and interpreting graphs.</p>
yr. 10	HT1A The Living World  Ecosystems/ TRF/ Hot Desert or Cold Environment. Paper 1 section (B) (AQA Recommend 23 hours)	<p>INTENT - As students have already have some basic knowledge of ecosystems from KS3 we start with this topic to build on prior learning and build their confidence with some familiar knowledge and skills.</p> <p>The aims of this unit are to develop an understanding of biological 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> <p>THEME - Paper 1- section B- living world Ecosystems - Global ecosystems, tropical rainforest, biodiversity, deforestation case study (The Amazon Rainforest), sustainable management of TRF. Hot desert or cold environment we have chosen - cold environment - study of the biodiversity and case study - Alaska opportunities and challenges for development.</p>	<p><a href="https://chapelst.sharpschool.com/Files/BHS/Humanities/Esybe320V1jnxHVQIQDLCBQrOGHrZm-6BAs07DwwJA?e=VvQ12">https://chapelst.sharpschool.com/Files/BHS/Humanities/Esybe320V1jnxHVQIQDLCBQrOGHrZm-6BAs07DwwJA?e=VvQ12</a></p>	<p>Paper 1- section B - Living world</p> <p>A01: Demonstrate knowledge of locations, places, processes, environments and different scales.</p> <p>A02: Demonstrate geographical understanding of concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes.</p> <p>A03: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements.</p> <p>A04: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.</p>		<p>A01: Demonstrate knowledge of locations, places, processes, environments and different scales.</p> <p>A02: Demonstrate geographical understanding of concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes.</p> <p>A03: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements.</p> <p>A04: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.</p>	<p>Cold environments or hot deserts questions - students study both in science so could answer either question - they sometimes get confused with this.</p>	<p>CULTURE - Students learn about different Amazon Tribes and how they live in the Rainforest.</p> <p>SOCIAL - how can rainforests be sustainably managed? How can tourism be managed in glaciated areas?</p> <p>MORAL - Should the rainforest be chopped down? Should we drill for oil in Alaska?</p>	<p>Careers -Conservation, Protection, Environmentalist and Tour Guide.</p>	<p>computing - SMHMWK / YouTube.</p> <p>Literacy students marked on SPAG throughout the term and key word definitions. - model answers.</p> <p>Math - Statistics analysing and interpreting graphs.</p>

yr. 10	HT1B - Resource Management Paper 2 section (C) (AQA – Recommend 18 hours)	<p>INTENT - This is brand new content that students haven't touched on at KS3, it does, however, build on the knowledge that they have gained from the development unit and how countries across the world are unequal. We have decided to teach a human geography unit after a physical unit so that students have a variety of physical and human geography throughout the year.</p> <p>The aims of this unit are to develop an understanding of the factors that produce a diverse variety of human environments; the dynamic nature of these environments that change over time and place; the need for sustainable management; and the areas of current and future challenge and opportunity for these environments.</p> <p>THEME - Paper 2- section C : Challenge of resource management - Global distribution of resources (food, water and energy) we choose food as our optional unit and explore: global demand for food, food insecurity, increasing food production and sustainable food supply.</p>	<a href="https://chapelst.sharepoint.com/:f/s/BHSHumanities/EqkF_6lPNUJFvMkE-n36fwBd814h0G58hz340nqqr2uQZe-drk">https://chapelst.sharepoint.com/:f/s/BHSHumanities/EqkF_6lPNUJFvMkE-n36fwBd814h0G58hz340nqqr2uQZe-drk</a>	Paper 2- section C : Challenge of resource management.	<p>AO1: Demonstrate knowledge of locations, places, processes, environments and different scales.</p> <p>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.</p> <p>AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements.</p> <p>AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.</p>	<p>AO1: Demonstrate knowledge of locations, places, processes, environments and different scales.</p> <p>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.</p> <p>AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements.</p> <p>AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.</p>	<p>Students get confused between sustainable methods vs large scale agriculture. Sustainable - rice fish farming Bangladesh. Large Scale - Almeria Spain - Greenhouses - Hydroponics.</p>	<p>CULTURE - Students learn about global inequalities with access to food water and energy around the world. Students learn about technologies such as hydroponics and aeroponics. How people in Bangladesh depend on rice fish farming to make a living and how the culture is very family based and the family work on the farm.</p> <p>SOCIAL - Why are some countries starving and other countries are suffering with obesity? Students are informed about pesticides and organic food - so they can make informed decisions about the food that they eat.</p> <p>MORAL - Should The UK import food or create more sustainable food supplies? Should we only use renewable energies- how can this be done? Should water transfer schemes exist?</p>	<p>Careers - Hydroponics, Aeroponics, Sustainable Food Supplies Manager, Retail and International Aid Charities such as The Red Cross, Water Supply United Utilities, Energy Supply - British Gas, Solar Power and Wind Power.</p>	<p>computing - SMHMWK / YouTube.</p> <p>Literacy - students marked on SPAG throughout the term and key word definitions. - model answers.</p> <p>Math - Statistics analysing and interpreting graphs/ loans from the FAO.</p>
yr. 10	HT2A - Rivers- Paper 1 section (C) (AQA – Recommend 12 hours)	<p>INTENT - As students have just finished a human geography topic and study uneven water supplies they move on to the physical unit the explains how rivers shape the land. Students have a foundation of some of the key erosional processes from KS3, however, they build on these and explain how these process lead to the formation of: waterfalls, gorges, interlocking spurs, meanders, ox bow lakes, flood plains, levees and estuaries.</p> <p>The aims of this unit are to develop an understanding of 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> <p>THEME - Paper 1- Section C - River landscapes in the UK. Hydrological processes; erosion transportation and deposition. Students explain river landforms; waterfalls, gorges, interlocking spurs, meanders, ox bow lakes, flood plains, levees and estuaries. Students identifying river landforms on OS maps. Students explore flooding and how it can be managed with hard vs soft engineering.</p>	<a href="https://chapelst.sharepoint.com/:f/s/BHSHumanities/Ekr0J5Beu5Bre-vTFq-7i8BzF7H0wV5JzW6sPalpwlz7e-qu4Md">https://chapelst.sharepoint.com/:f/s/BHSHumanities/Ekr0J5Beu5Bre-vTFq-7i8BzF7H0wV5JzW6sPalpwlz7e-qu4Md</a>	Paper 1 section (C) Physical landscapes The UK - Rivers.	<p>AO1: Demonstrate knowledge of locations, places, processes, environments and different scales.</p> <p>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.</p> <p>AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements.</p> <p>AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.</p>	<p>AO1: Demonstrate knowledge of locations, places, processes, environments and different scales.</p> <p>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.</p> <p>AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements.</p> <p>AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.</p>	<p>Hard Vs soft engineering - what is the difference? The difference between abrasion, attrition and hydraulic action.</p>	<p>MORAL - Students ask the questions do human's impact on flooding by building on green land and deforestation?</p>	<p>Careers - United Utilities, Conservation, Flood Management, Hard Engineering and Soft Engineering.</p>	<p>computing - SMHMWK / YouTube.</p> <p>Literacy - students marked on SPAG throughout the term and key word definitions. - model answers.</p> <p>Math - Statistics analysing and interpreting hydrographs.</p>
yr. 10	HT2B – Glaciation- Paper 1 section (C) (AQA – Recommend 12 hours)	<p>INTENT - Students study this unit after rivers as a lot of the erosion processes in glaciation are the same as river processes. A lot of glacial landforms occur through old river valleys. Studying rivers then glaciers helps students visualize the erosion processes. Students have a foundation of some of the key erosional processes from KS3, however, they build on this and explain how these processes lead to the formation of; arêtes, corries, ribbon lakes, glacial troughs, hanging valleys, truncated spurs and pyramidal peaks.</p> <p>The aims of this unit are to develop an understanding of geomorphological 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> <p>THEME - Paper 1- section C : UK physical landscapes- Glacial landscapes- Glacial erosion, glacial landforms; arêtes, corries, ribbon lakes, glacial troughs, hanging valleys, truncated spurs and pyramidal peaks. Glacial deposition; drumlins and erratic's. Identifying glacial landforms on an OS map. Glacial landscape in The Lake District. Students study land use in The Lakes and the environmental, economic and social impacts of tourism.</p>	<a href="https://chapelst.sharepoint.com/:f/s/BHSHumanities/Ekr0J5Beu5Bre-vTFq-7i8BzF7H0wV5JzW6sPalpwlz7e-qu4Md">https://chapelst.sharepoint.com/:f/s/BHSHumanities/Ekr0J5Beu5Bre-vTFq-7i8BzF7H0wV5JzW6sPalpwlz7e-qu4Md</a>	Paper 1 section (C) Physical landscapes The UK - Glaciers	<p>AO1: Demonstrate knowledge of locations, places, processes, environments and different scales.</p> <p>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.</p> <p>AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements.</p> <p>AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.</p>	<p>AO1: Demonstrate knowledge of locations, places, processes, environments and different scales.</p> <p>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.</p> <p>AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements.</p> <p>AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.</p>	<p>Students get confused with how drumlins and moraines are formed.</p>	<p>SOCIAL - how can rainforests be sustainably managed? How can tourism be managed in glaciated areas?</p> <p>MORAL - Should tourism happen in glaciated areas? Should we drill for oil in Alaska?</p> <p>CULTURE - Students learn about how people live with the challenges in Alaska.</p>	<p>careers - Tourism/ Conservation, Environmental Scientist, Analysing Ice Cores, Sustainable Management.</p>	<p>computing - SMHMWK / YouTube.</p> <p>Literacy - students marked on SPAG throughout the term and key word definitions. - model answers.</p> <p>Math - Statistics analysing and interpreting graphs.</p>
yr. 10	HT3A -Urban Issues and Challenges Paper 2 section (A) (AQA – Recommend 18 hours)	<p>INTENT - Students have some foundation of urban issues in Burnley and Rio from KS3. In this topic students apply these skills and knowledge to Lagos in Nigeria and Liverpool.</p> <p>The aims of this unit are to develop an understanding of the factors that produce opportunities and challenges in urban areas and how they change over time and place; the need for sustainable management; and the areas of current and future challenge and opportunity for these environments.</p> <p>THEME - Paper 2 - section A: Urban issues and challenges. Students study; urbanisation in a NEE (Lagos Nigeria) and in a UK city (Liverpool), urban growth, change in UK cities, sustainable urban living and traffic management in London.</p>	<a href="https://chapelst.sharepoint.com/:f/s/BHSHumanities/Ekr0J5Beu5Bre-vTFq-7i8BzF7H0wV5JzW6sPalpwlz7e-qu4Md">https://chapelst.sharepoint.com/:f/s/BHSHumanities/Ekr0J5Beu5Bre-vTFq-7i8BzF7H0wV5JzW6sPalpwlz7e-qu4Md</a>	Paper 2 - section A: Urban issues and challenges	<p>AO1: Demonstrate knowledge of locations, places, processes, environments and different scales.</p> <p>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.</p> <p>AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements.</p> <p>AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.</p>	<p>AO1: Demonstrate knowledge of locations, places, processes, environments and different scales.</p> <p>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.</p> <p>AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements.</p> <p>AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.</p>	<p>Students forget what "urban planning" means. We study the Neighbourhood hotspots or Makoko floating school.</p> <p>As students study Burnley's urban issues at KS3 they sometimes write about Burnley in the test, however, they can't as it asks for a UK city. Liverpool - not Burnley as it is not a city!</p>	<p>MORAL -Should children be working in LIC'S? Why do they turn to selling drugs on the side of the street? Students develop the ability to recognise the difference between right and wrong and can readily apply this understanding in their own lives, recognise legal boundaries and in so doing, respect the civil and criminal law of England.</p>	<p>Careers - Traffic Management, Sustainability Officer, Recycling, Town Planner, Councilor, Researcher and Statistical Analyst.</p>	<p>computing - SMHMWK / YouTube.</p> <p>Literacy - Students marked on SPAG throughout the term and key word definitions. - model answers.</p> <p>Math - Statistics analysing and interpreting graphs.</p>

yr. 10	HT3B - Finish urban issues and challenges Give students their issue evaluation booklet for their mock and then students will carry out fieldwork.	INTENT - As the previous half term is a short term we need to finish the urban unit. Once students have completed this they are given an issue evaluation booklet from a previous exam series, this is so they can prepare for their mock. The pre-release is designed to be synoptic in that students will be required to draw together knowledge, understanding and skills from the full course of study. It is an opportunity for students to show their breadth of understanding and an evaluative appreciation of the interrelationships between different aspects of geographical study. They have to answer questions on a current world issue in their exam.  Students will then be introduced to their fieldwork and complete their rivers and urban study (we do this in the summer term as we need fair weather for the rivers study).  Students complete their mocks in this half term and we identify students strengths and weaknesses through QLA.  THEME - Paper 3 - Geographical Applications - Section A :Issue evaluation material given 12 weeks before the exam you have to analyse and interpret it then answer questions on it in the exam! Revise! Study! Answer questions on the issues and study the issue evaluation section of the exam. skills work on all content. Use summer 2018 paper for mock. Paper 3 section B fieldwork Physical geography rivers answer GCSE questions on Fieldwork questions. bed load posed question - How does the bed load and velocity of the river Don change	<a href="https://chapelst.sharepoint.com/:f/3/BHSHumanities/EkikJDM45pviMo0BnZClysmNMWm70h9r97U0xYCID_tr7e=EKU">https://chapelst.sharepoint.com/:f/3/BHSHumanities/EkikJDM45pviMo0BnZClysmNMWm70h9r97U0xYCID_tr7e=EKU</a>	Paper 3 Geographical applications - section A :Issue evaluation. Paper 3 section B fieldwork	AO1: Demonstrate knowledge of locations, places, processes, environments and different scales. 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. AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements, 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.	AO1: Demonstrate knowledge of locations, places, processes, environments and different scales. 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. AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements, 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.	Use the figures from issue evaluation this isn't the one they will have in their exam at the end of year 11 - but expand their knowledge on a relevant topic.  Some students write the incorrect FW title in their exam.	SOCIAL -Develop respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. Fieldwork - use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds during fieldwork students have to ask questionnaires to members of the public which builds their confidence.  MORAL -should children be working in LIC'S? Why do they turn to selling drugs on the side of the street? Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England understanding of the consequences of their behaviour and actions interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues	Careers - Traffic Management, Sustainability, Recycling, Town Planner, Councilor, Fieldwork - Researcher and National Statistics.	computing - SMHMWK / YouTube.  Literacy - students marked on SPAG throughout the term and key word definitions. - model answers.  Math - Statistics analysing and interpreting graphs.
yr. 11	HT1A- Fieldwork Paper 3 section B - Ofqual - taken fieldwork requirement out; however, students still have to write about fieldwork questions in their exam. So students will go out on a river study so they have gained the skills to apply them to an unseen fieldwork context.	INTENT - Students complete their fieldwork in the first week of term (physical only). Students' select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings in relation to geographical enquiry.  THEME - Paper 3 Section B Fieldwork - Physical Geography - Rivers investigation - How does the bed load and velocity of the river Don change over distance? Add width and depth for LA students.  Students will apply knowledge and understanding to interpret, analyse and evaluate information and issues related to geographical enquiry. They will select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings in relation to geographical enquiry.	<a href="https://chapelst.sharepoint.com/:f/3/BHSHumanities/E5Ehdi_BHSHUFI5U297G0Q8S3kM7F8T8Y2LrGQ55mrbw7e=hyw0T">https://chapelst.sharepoint.com/:f/3/BHSHumanities/E5Ehdi_BHSHUFI5U297G0Q8S3kM7F8T8Y2LrGQ55mrbw7e=hyw0T</a>	HT1A- Fieldwork Paper 3 section B	AO1: Demonstrate knowledge of locations, places, processes, environments and different scales. 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. AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements. AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.	AO1: Demonstrate knowledge of locations, places, processes, environments and different scales. 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. AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements. AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.	Data collection method vs data presentation Some students write the incorrect FW title in their exam.	SOCIAL - Fieldwork study "has the regeneration of Burnley town Centre provided more social opportunities for people" - understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others - deindustrialization in Burnley and its regeneration.	Careers - Fieldwork - Researcher, National Statistics, Census, Government Statistics.	computing - SMHMWK / YouTube.  Literacy - students marked on SPAG throughout the term and key word definitions. - model answers.  Math - Statistics analysing and interpreting graphs working out velocity/ mean mode range. Presenting information in graphs using statistics to interpret graphs.
YR 11	HT1A/ HT1B - Paper 1 Section (A) - Natural Hazards - tectonic / hazards (AQA - Recommend 7 hrs.) weather and climate- Tropical Storms 5 hours - UK Extreme Weather 5 hours - Climate Change 4 hours (AQA total - 14hrs)	INTENT - Students have some understanding of how plates move from KS3 they build on this knowledge by going through detailed case studies. Students explore tropical storms and the impact of climate change. The aims of this unit are to develop an understanding of the tectonic 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.  THEME- Paper 1 - section A - Challenges of natural hazards: weather hazards, global atmospheric circulation, tropical storms, cause effect and response to Hurricane Katrina.  UK weather hazards - extreme weather hazards Nov-Dec 2010 extremely cold winter. Climate change - evidence, cause, effects and response.  Tectonic Hazards - Plate tectonics - earthquakes and volcanoes (effects and responses). Case study of HIC AND LIC earthquake Haiti LIC - Christchurch New Zealand HIC.	<a href="https://chapelst.sharepoint.com/:f/3/BHSHumanities/E5Ehdi_BHSHUFI5U297G0Q8S3kM7F8T8Y2LrGQ55mrbw7e=hyw0T">https://chapelst.sharepoint.com/:f/3/BHSHumanities/E5Ehdi_BHSHUFI5U297G0Q8S3kM7F8T8Y2LrGQ55mrbw7e=hyw0T</a>	Paper 1 - section A - Challenges of natural hazards: DECEMBER MOCKS - June 2018 paper	AO1: Demonstrate knowledge of locations, places, processes, environments and different scales. 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. AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements. AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.	AO1: Demonstrate knowledge of locations, places, processes, environments and different scales. 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. AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements. AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.	Different types of plate margins conservative vs constructive.	SPIRITUAL - Students are offered frequent opportunities to be amazed within their Geography lessons and then given the chance to think and reflect on what they are learning about. - By learning about amazing natural occurrences like global disasters or super volcanoes, students can have a 'wow' moment and then develop their empathy skills and feelings of concern, enquiry and problem solve ideas like how and why?	Careers - Seismologist, Volcanologist, Geologists, Oceanographers, Red Cross, Aid Work for Natural Hazards, Reporter, Geologist, Tour Guide, Sustainability, Climate Change and Alternative Energy.	computing - SMHMWK / YouTube.  Literacy - students marked on SPAG throughout the term and key word definitions. - model answers.  Math - Statistics analysing and interpreting graphs.
yr. 11	HT2A/HT2B - Changing Economic World Paper 2 section (B) (AQA - Recommend 18 HRS) Ofqual might be removing this as a topic - Waiting outcome if it is removed we will go over rivers, glaciers as this what done in lockdown and students didn't score well on the test.	INTENT - This unit requires a high level of knowledge of HIC, LIC and NEE. This is why it is done as the last topic as students have gained this knowledge throughout the course. The aims of this unit are to develop an understanding of the factors that produce changes in the economies around the world. Students explore how economies change over time and place and how countries can sustainably develop their economies.  THEME - Paper 2 - Section B - Changing Economic World. - Measuring development, economic development, the demographic transition model, causes of uneven development (physical factors, historical reasons and economic factors). Consequences of uneven development - wealth, health and international migration.  Reducing the global development gap through aid, Fairtrade investment, tourism and TNC's. Increasing development in Nigeria (NEE). Students also explore economic development in the UK. Students explore interconnection between Britain and the wider world such as The EU and commonwealth. Students learn about how Britain's economic structure has changed and what that means for the future.	<a href="https://chapelst.sharepoint.com/:f/3/BHSHumanities/E5Ehdi_BHSHUFI5U297G0Q8S3kM7F8T8Y2LrGQ55mrbw7e=hyw0T">https://chapelst.sharepoint.com/:f/3/BHSHumanities/E5Ehdi_BHSHUFI5U297G0Q8S3kM7F8T8Y2LrGQ55mrbw7e=hyw0T</a>	Paper 2 - Section B - Changing economic world.	AO1: Demonstrate knowledge of locations, places, processes, environments and different scales. 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. AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements. AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.	AO1: Demonstrate knowledge of locations, places, processes, environments and different scales. 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. AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements. AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.	Nigeria - explaining TNC development - shell oil can cause opportunities and challenges.	SOCIAL - Students are educated within their Geography lessons about how society and job sectors have changed overtime and what jobs will be open to them in the future.  CULTURE - Students learn about how Britain's economic structure has changed and what that means for the future.  BRITISH VALUES - Students learn the interconnection between Britain and the wider world such as The EU and commonwealth.	Careers - Opens up discussions about jobs in each sector Primary Sector - Oil Industry, Farming etc. Secondary Sector - Car Manufacturing, Tertiary Sector - Nurse, Teacher, Doctor, Hotel , Travel and Tourism. Quaternary Sector - Scientific Research, ICT and Gaming.	computing - SMHMWK / YouTube.  Literacy - students marked on SPAG throughout the term and key word definitions. - model answers.  Math - Statistics analysing and interpreting graphs.
YR 11	HT2B - DME - Issue Evaluation Booklet - Paper 3 section A (AQA - Recommend 6 HRS)	INTENT- This section contributes a critical thinking and problem-solving element to the assessment structure. The assessment will provide students with the opportunity to demonstrate geographical skills and applied knowledge and understanding by looking at a particular issue(s) derived from the specification using secondary sources.  The issue(s) will arise from any aspect of the compulsory sections of the subject content but may extend beyond it through the use of resources in relation to specific unseen contexts. Students develop knowledge and understanding of physical geography themes in unit 3.1 and human geography themes in unit 3.2. This section is synoptic and the assessment will require students to use their learning of more than one of the themes in units 3.1 and 3.2 so that they can analyse a geographical issue at a range of scales, consider and select a possible option in relation to the issue(s) and justify their decision.  THEME - A resource booklet will be available twelve weeks before the date of the exam so that students have the opportunity to work through the resources, enabling them to become familiar with the material. Students will not be allowed to take the original resource booklet into the examination room but will be issued with a clean copy in the exam. Sources could include maps at different scales, diagrams, graphs, statistics, photographs, satellite images, sketches, extracts from published materials, and quotes from different interest groups.	Assessment will be planned once booklet has been sent to school by AQA - The assessment will consist of a series of questions related to the geographical issue(s), leading to a more extended piece of writing which will involve an evaluative judgement. Students will apply knowledge and understanding to interpret, analyse and evaluate the information and issue(s) in the pre-release resources booklet and the question paper. They will also use geographical skills to set the issue(s) in context and to examine conflicting viewpoints about the issue(s).	Paper 3 Geographical applications - section A :Issue evaluation	AO1: Demonstrate knowledge of locations, places, processes, environments and different scales. 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. AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements. AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.	AO1: Demonstrate knowledge of locations, places, processes, environments and different scales. 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. AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements. AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.	Use the figures from issue evaluation!	MORAL - Each year there is a decision - 2019 exam paper - students had to come to a judgement on whether a road should be built through The Amazon.	Careers - Depends on the topic given 12 weeks before the exam by AQA	computing - SMHMWK / YouTube.  Literacy - students marked on SPAG throughout the term and key word definitions. - model answers.  Math - Statistics analysing and interpreting graphs.