

7	Topic	Disciplinary Knowledge	Vocabulary	Assessment: Each week a recall test, 3 times a year MOR and 2 formal assessments each year	Cross-Curricular Links	Golden Threads	Personal Development <i>I am a global citizen ...</i>	Rationale
1	What do Geographers do?	World Geography Local Geography Urban and rural locations Maps skills	Continents Location Direction Climate Rural and urban	Describe the location of Wakefield. Compare the climates of Dubai and Wakefield	Maths climate graphs	Place and space Location	Think Careers: Cartographer Think Big Question: Why is it important that we understand the world we live in? Earthshot: Global Citizenship	This topic is taught at the start of Key Stage Three it will introduce students to the core themes that are crucial to the study of this discipline, such place, space and location.
2	Natural Hazards	Hazards Earth's structure Plate margins Tectonic Hazards Effects and responses to hazards	Natural Hazard Risk LIC and HIC Effect (<i>Primary/Secondary</i>) Responses(<i>Immediate/long-term</i>)	To what extent are long term responses more important than immediate response To what extent do the effects of a tectonic hazard vary between areas of contrasting wealth?	Science – Earth's structure	Place and space Location Physical and human processes	Think Careers: Volcanologist Think Big Question: Are natural hazards always bad? Earthshot: Understanding the impact of limited development on communities and people.	This topic develops an understanding of how the physical world impacts humans. It directly supports the concepts of human and physical Geography explored in Term 1. It also introduces the concept of development which is a golden thread throughout both KS3 and KS4.
3	Ecosystems	Food chains and webs Plant and animal adaptations Impacts of human activity on ecosystems.	Ecosystem Biome Abiotic Biotic Adaptation Deforestation	Explain how animals have adapted to the African rainforest. Explain how we can protect our ocean ecosystems.	Science – Plants and animals	Place and space Location Physical and human processes Interdependence Environmental impacts	Think Careers: Conservationist Think Big Question: Why should we protect our world? Earthshot: Global Citizen – understanding the importance of protecting ecosystems.	This topic develops pupils' understanding of the different scales, local, regional and global which exist in our subject. Students explore the concept of interdependence and how humans are affecting the physical landscape.
4	The Sahel: West Africa	Geography of Africa. Development Desertification Climate change Sustainable solutions	Arid (Semi Arid) Quality of life Perceptions Stereotypes Deforestation Afforestation	Explain how income can affect a family. (Use of dollar street) Explain the impacts of desertification	Maths climate graphs History – Empire and trade	Place and space Location Physical and human processes Interdependence Development	Think Careers: Aid worker Think Big Question: Should we care about global inequalities Earthshot: Understanding how climate change will impact the most vulnerable.	This topic allows students to explore the diversity of the African continent and challenge misconceptions held in the past. Developing from ecosystems students study the impact of humans on a region and the challenges they face.
5	Glaciers in the UK	Glacial Processes Glacial landscapes Human activity in a glaciated area Economic development of glaciated areas.	Erosion Ablation Accumulation Abrasion Plucking Tourism	Describe the formation of a corrie. To what extent has tourism brought opportunities to the Lake District.	Science – geology	Place and space Location Physical processes Environmental impact	Think Careers: Glaciologist Think Big Question: Should we conserve areas of natural beauty? Earthshot: Understanding the challenges of sustainable development.	Glaciers allows the pupils to develop an understanding of the timescales involved with the creation of the UK landscape. Students will start to explore the different physical geographical features of the UK and prepare for Grassington.
6	Fieldwork Grassington	Six stages of a fieldwork: Hypothesis, data collection, data presentation, analysis, conclusion and evaluation	Hypothesis Data collection Evaluation Tourism Glaciated area	To what extent did your data collection, analysis and conclusion prove your hypothesis was correct.	Science – experiments and proving hypothesis	Place and space Location Environmental impact	Think Careers: Hydrologist Think Big Question : Why should we explore our local region? Earthshot: Understanding why it is important to visit areas of natural beauty	Grassington gives students an opportunity to take part in the six stages of a fieldwork which will inform future learning at KS4. This also allows students to visit a glaciated area and apply their knowledge from Term 5.

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1	Hydrology in the UK	Water cycle Fluvial process Fluvial Landscapes Causes of flooding Effects of flooding	Water cycle Fluvial Erosion Transportation Deposition Effects (<i>Social, environmental, economic</i>)	Explain the social and economic impacts of flooding on people in the UK.	Science – water cycle	Place and space Interdependence Physical and human processes Urbanisation	Think Careers- Civil Engineer Think Big Question -Why is access to clean water an Untied Nation human right? Earthshot- To understand the impact of extreme weather events	Hydrology extends the concepts from the topic of glaciers. Continuing the study of physical landscapes. Students study the fluvial process that are linked to the glacial process studied before. Students examine flooding and flood management that link directly with Year 9 topics such as climate change and extreme weather.
2	Coasts in the UK	Coastal processes Coastal landscapes Coastal management	Long-shore drift Deposition Stack Spit Soft and hard engineering	Hard engineering is more effective in protecting UK coastlines than soft engineering.	Science – Oceans and seas	Place and space Interdependence Physical and human processes	Think Careers- Coastal management Think Big Question- Should we protect the coast at any cost? Earthshot- Understanding the importance of oceans.	Coasts topics builds on hydrology and glaciers. This topic revisits the different processes which occur on the coastline . This topic extends the understanding of different types engineering to protect humans from physical processes. With a focus on Holderness Coastline a case study at KS4 at TAC.
3	Russia	Geography of Russia Natural resources in Russia Human adaptations Taiga Exploiting the Tundra	Eurasian Steppe Taiga Tundra Fossil Fuels Exploitation Fragile environment	Evaluate the arguments for and against exploiting the Tundra	History – Cold War and Russia post war relationship with the west.	Place and space Location Interdependence Physical and human processes Environmental impacts	Think Careers- Energy Engineer Think Big Question Should we exploit fragile environments? Earthshot- Understanding that the demand for energy can damage environments.	A study of Russia provides interconnections to the learning in Year 7; locations, climates, ecosystems, adaptations and development. This topic contrasts with our study of the Middle East. We also explore the importance of natural resources, which is foundational knowledge for Year 9.
4	The Middle East	Geography of the Middle East Natural resources in the Middle East Human adaptations to the desert Conflict in Yemon	Region Latitude Longitude Arid Desert Conflict Civil war	Explain the challenges the Bedouin people face living in the desert and how they have adapted to life there.	Science- Climate change. History – Civil Wars	Place and space Location Interdependence Physical and human processes Environmental impacts	Think Careers- Chemical engineer Think Big Question Do we have a responsibility to end conflicts? Earthshot- Understanding why some communities do not focus on climate change.	The Middle East topic makes the same links as our study of Russia. It directly contrasts with Russia with both topics focused on extreme environments. In addition, we study the impact of conflict on development and the quality of life of people in Yemon.
5	Urban Areas in the UK and Beyond	Population distribution Push and pull factors	Sparsely	Explain the urban challenges faced by people in Dharavi.	History – Industrial Revolution and urban growth.	Place and space Location Interdependence Development Urbanisation	Think Careers- Town planner Think Big Question – Should we challenge inequalities? Earthshot- Understanding population growth has environmental impact	This topic shows how the changing economic world creates urban change. Introducing the idea that as countries develop environmental impacts will take place . This links to our work on population in Year 9.
6		Global urban growth Urban change: Wakefield and Mumbai	Densely Regeneration Squatter settlements					

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1	Climate change	Evidence of climate change Causes of climate change The impacts of climate change Adaptions and Mitigations	Greenhouse effect Enhanced green house effect Adaptions Mitigations Sustainable	To what extent s climate change to result of human activity Explain how planting tree will reduce the impact of climate change on the Sahel.	Science – Climate change History – Industrial Revolution	Physical and human processes Location Interdependence Environmental impacts Development	Think Careers- Sustainability consultant Think Big Question- Is it our responsibility to slow down climate change? Earthshot- To understand the responsibility humans have to stop climate change	This topic is at the start Year 9 as the content will be built upon throughout the year. Students understand the evidence of climate change and effects of climate change. This knowledge will enable students to make links for each of the following topics, energy, extreme weather and population.
2	Energy (DME)	Types of energy World Energy Consumption Energy consumption and development Sustainable UK energy	Renewable Non- renewable Energy Mix Energy surplus Energy insecure	Compare the advantages and disadvantages of renewable and non-renewable energy. DME: Create the UK's future energy mix	Science – Climate change History – Industrial Revolution	Physical and human processes Location Interdependence Environmental impacts Development	Think Careers- Sustainability consultant Think Big Question – How green are we? Earthshot- To understand our impact on the global community	Directly linking with Term 1 students study the UK energy mix and how it is changing. Examining the advantages and disadvantages of different energy types. The study continues to examine the ideas of sustainability and climate change.
3	Population	World population distribution and growth Demographic Transition Model Population pyramids Populations patterns in Asia (Japan and China)	Distribution Population growth Demographic One child policy	Explain the impacts of overpopulation Evaluate the impact of government policies to control population growth.	Science – Climate change History – Cold war	Physical and human processes Location Interdependence Environmental impacts Development Urbanisation	Think Careers- Statistician Think Big Question – How does one person make a difference Earthshot- To understand people can protect or damage the world	Building on the previous two topics, this study allows students to see the impact of rapid population growth. Using the foundational knowledge acquired in our study of urban change students link population growth and development.
4	Extreme Weather	Types of extreme weather 2022 Floods in Pakistan Comparing droughts in Australia and the Sahel	Extreme weather Drought Heatwave Development	How far are responses to extreme weather events influenced by contrasting wealth?	Science – Climate change	Physical and human processes Location Environmental impacts Development	Think Careers- Meteorologist Think Big Question – What can we do to fulfil our responsibility as a global citizen. Earthshot- To understand the threat we face due to Climate Change	Students study extreme weather using previous knowledge from topics on natural hazards, rivers and climate change. Pupils continue to assess how a country's wealth can impact their responses to natural hazards.
5	Issue Evaluation	Characterises of the rainforest Value of the rainforest Deforestation Trans-Amazonian Highway	Biomass Emergent Soil Erosion Nutrient cycle Deforestation	'The Peruvian government has decided to allow the development of new roads in the Amazon.' Do you think that this was the right decision?	Science – Ecosystems	Physical and human processes Location Interdependence Environmental impacts Development	Think Careers- Journalist Think Big Question- Can we develop sustainably Earthshot- To understand the importance of the rainforest	Students study the issue of the building of the Trans- Amazonian Highway; they explore the value of the rainforest. It also allows students to use their Geographical skills to make an informed judgment.
6	Sustainable Development Goal	Measuring development Global inequalities Reducing the development gap	HDI Inequality Intermediate technology	'The UN sustainable development goals are the only way to reduce the development gap'	History – Empire and trade	Physical and human processes Interdependence Development	Think Careers- Aid worker Think Big Question – How can we make the world a better place? Earthshot- To understand how to sustainably challenge inequality	After studying the challenges faced by countries with less development in KS3. We study strategies on how to close the development gap sustainably.

Year 10	Topic	Disciplinary Knowledge	Vocabulary	Assessment	Cross-Curricular Links	Golden Threads	Personal Development	Rationale
1	Paper 1 Section A Natural Hazards Tectonic Hazards	Types of natural hazards Hazard risk Physical Processes at plate margins. Living near a tectonic hazard Case studies: Italy and Nepal Reducing the effects of tectonic hazards	Plate margin Primary and secondary effects. Immediate and long-term responses.	Suggest why earthquakes and volcanic eruptions happen close to the plate margin at Y. To what extent do the effects of a tectonic hazard vary between areas of contrasting wealth? Assessment 1	Science - Earth's structure and plate tectonics	Physical and human processes Location Environmental impacts Development	Think Careers First responder	This is the first topic at KS4 as it allows students to develop an understanding of golden threads that run through our the GCSE. The students not only look at the impact of the physical world on human activity, but also assess the significance of development, which is central to this course.
2	Paper 1 Section A Climate change Atmospheric Hazards	Evidence and causes of climate change Effects of climate change (Inequalities) Mitigations and adaptations Formation of tropical storms Case study: Typhoon Haiyan Reducing the effects of tropical storms Extreme weather in the UK Case study: Storm Desmond	Ice Cores Mitigation Adaptation Low pressure High Pressure Management strategies Extreme weather	To what extent is climate change the result of human actions Using a named example, evaluate the immediate and long-term responses to tropical storms.(9 marks) Assessment 2	Science – Weather and climate	Physical and human processes Location Environmental impacts Development	Think Careers Meteorologist	Studying climate change at this point in the course has several advantages. It links to the work done by students in Year 9 on climate change and relating topics. Also, it allows the students to focus on climate change before studying atmospheric hazards. This allows student to make a direct link to frequency and intensity of extreme weather events.
3	Paper 2 Section B Changing Economic World: Development	Global variations of wealth Causes of the development gap. Measuring development Strategies to close the development gap Case study: Jamaica Tourism Case study: Nigeria and Shell - Investment and industrial development	Tourism Intermediate technology Fairtrade Microfinance loans Multiplier effect	Tourism is an effective way of reducing the development gap. Do you agree? Suggest how economic development can bring improvements to quality of life but at a cost to the environment.	Maths – data and statistics	Location Interdependence Environmental impacts Development Economic change	Think Careers Holiday tour representative	This is the first Paper 2 topic the students study, but due to the work on Nepal's earthquake and Typhoon Haiyan students have recently considered the concept of development. Students then explore why some countries are less developed and what strategies are in place to close the gap. Linking back to the aid provided for Nepal.
4	Paper 2 Section B UK Economy Paper 2 Section A Urban Challenges	Post-industrial economy Industry and the environment The changing rural landscape Infrastructure in the UK North South Divide The UK's place in the wider world Global patterns of urbanisation	De-industrialisation Tertiary Quaternary Science parks Infrastructure Commonwealth	Using an example, you have studied explain how modern industrial development can be more environmentally sustainable. Evaluate the success or likely success of one or more strategies to resolve regional differences in the UK.	Maths – data and statistics	Location Interdependence Environmental impacts Development Urbanisation	Think Careers Research Scientist (Chemist, Biologist, Physicist)	Studying the UK economy after Nigeria students can compare countries with different levels of development in more detail. Students can see contrasts such as rural to urban migration in a NEE and counter -urbanisation in a HICs. This allows for a more depth understanding of topics 1, 2 and 3.
5	Paper 2 Section A Urban Challenges	Case study: Lagos. Importance, opportunities, challenges urban planning strategies, Distribution of UK population and cities Case study Leeds - Importance, migration, opportunities, challenges, regeneration sustainable urban living.(CITU)	Urban planning Urban sprawl Urban greening Brown field and greenfield Regeneration Derelict	Evaluate the effectiveness of an urban planning strategy to improve the lives of the urban poor. Suggest how developments such as CITU can help urban areas to become more sustainable. Assessment 3 (Formal Exam)	History – Industrial revolution, post war migration.	Location Interdependence Environmental impacts Development	Think Careers Town planner	Studying urbanisation and urban change allows students to assess the impact of the changing economic world on urbanisation and people around the world. The students' understanding of the changing economies in Nigeria and the UK will allow them to understand urban change in Leeds and Lagos.
6	Paper 1 Section C Coasts Paper 3 Fieldwork	Coastal processes Coastal landscapes Hard and soft engineering Hard engineering has been successful on the Holderness coastline.	Long-shore-drift Stack Groyne Hypothesis Sampling	Explain the formation of a coastal spit/stack To what extent did your results and conclusion meet the aim of your original enquiry?	Science – Proving a hypothesis Maths – data and statistics	Location Physical processes Environmental impacts Development	Think Careers Coastal Engineer	The students completed a large topic on coasts in Year 8, this more in-depth study at KS4 lead students into their first fieldwork which takes place in July.

