

Inspire, Challenge, Enrich

The Geography department aims to develop inquisitive students who appreciate the wonderful diverse nature of the planet. We want them to make sense of the world at a local and national level but appreciate places in the wider world. To become empathetic global citizens who understand their responsibility towards the rest of humanity and the planet. They can critically evaluate how people can affect the world and how the world can affect humans

year 10 (2023)	Autumn HT 1	Autumn HT 2	Spring HT 1	Spring HT 2	Summer HT 1	Summer HT 2
Topic and/or Key Question	<u>Urban Issue and Challenges :</u> Global patterns of urban change. Urban growth in a NEE (Rio) How urban growth creates opportunities and challenges.	<u>Urban Issue and Challenges Part two :</u> Urban Change in UK (Bristol) Sustainability in Cities Urban change in cities in the UK leads to a variety of social, economic and environmental opportunities and challenges.	<u>The Changing Economic World:</u> There are global variations in quality of life, why do these exist and how do we measure them? Potential Strategies to reduce the development gap Rapid economic growth in Nee (Nigeria)	<u>The Changing UK Economy</u> Major changes in the economy of the UK have affected, and will continue to affect, employment patterns and regional growth.	<u>Section C: The Challenge of Resource Management.</u> The changing demand and provision of resources in the UK create opportunities and challenges. Demand for water resources is rising globally but supply can be insecure, which may lead to conflict. Large scale and sustainable solutions.	<u>Mock Exam Preparation</u> <u>Human Fieldwork Write up.</u>
Key Knowledge/Skills Main skills (subject specific and generic) that will be developed and how	A case study of a major city in a NEE to explore how urban growth has occurred and why this has created a range of social, economic and environmental opportunities, challenges. How these challenges can be managed. In studying this unit, pupils will be required to use and reflect on the use of a wide range of maps, graphs, GIS, satellite images and photographs. They will be helped to develop skills of enquiry, research and critically evaluate real life management strategies.	Using numerical data from a variety of graphs esp comparing two districts of Bristol. Finding evidence from photos. Use of Google Earth. Literacy skills and presentation skills.	A focus on choropleth maps. Measuring development statistics manipulation. Identifying Correlation. Empathy. Interpreting DTM and pop pyramids. Applying the concept of sustainability to assess a variety of projects.	Using numerical data from a variety of graphs. Finding evidence from photos. Use of Google Earth. Literacy skills and presentation skills e.g. pupils locate and present their own science park. OS mapwork Desire line maps	To understand how a lack of the 3 key resources can have an impact on the wider world and the UK. What are the key issues and solutions. Evaluate sustainability. Describing the distribution of access to resources, use of photographs and research of specific case studies.	Whats involved in a geographical enquiry? How are fieldworks risk assessed? What makes a good fieldwork enquiry? How can primary and secondary data be collected, presented and analysed?
Key Vocabulary (School Improvement Priority)	Urbanisation, migration, natural increase, distribution, rural, urban, megacity, push, pull, industrial, financial, coastal, linear, inequality, informal economy, pollution, congestion	Distribution, Urbanisation, migration, uneven, proportion, immigrant, international, local, global, culture, harbour-side, public transport, grant, quaternary, urban sprawl, greenfield, brownfield, urban greening, electrification ,integrated transport, dereliction, listed, atmospheric pollution, deprivation, greenbelt, urban fringe, sustainable	Development, HDI,GNI, NEE, HIC, LIC, Quality of life, life expectancy, literacy, fertility rate, demographic, colonialism, trade, landlocked, malaria, migration, tourism, intermediate technology, aid, fair trade, micro finance, infrastructure,	Science park, business park, information technology, deindustrialisation, privatisation state run, nationalisation, decline, quarry, infrastructure, electrification, hub, north south divide, strategies, enterprize zones.	Resource, undernutrition, malnourishment, food miles, organic, carbon footprint, agribusiness, water surplus, deficit, stress, grey water, transfer, fracking, security, insecurity, permaculture, irrigation, conflict, pollution, disease, desalinisation, groundwater, conservation.	Primary, Secondary, EQS, Land use mapping,
Extended Writing Extended writing opportunities and skill development (School Improvement Priority)	“To what extent can a planning strategy help the urban poor”. 9 mark essay (Look at the issue or evaluation and development of Assessment Objective 3)	To what extent can a regeneration project solve urban problems essay qu. Assess how important transport strategies are to sustainable cities.	How can industrial development/TNC help improve development. Assess whether tourism can reduce the development gap.	To what extent can modern industry be made more sustainable? 9 mark essay.	To what extent can water supplies be increased sustainably? Evaluate the success of a large scale water transfer project.	A write up of the human enquiry fieldwork – Does housing quality vary across a city?
Assessment [Summative & Formative] How knowledge and skills will be assessed formally and informally. How feedback will be given	End of unit mini assessment combined with the 9 mark exam question above.	End of unit mini assessment combined with the 9 mark exam question above.	End of unit mini assessment combined with the 9 mark exam question above.	End of unit mini assessment combined with the 9 mark exam question above.	Revision for Summer Mocks. Resources Quiz	Summer Mock Exam Paper 2