



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



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



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Introduction to ecosystems	<p>To understand the characteristics and features of wood webs.</p> <p>To explain how human and physical factors can change an ecosystem.</p>	<p>Food web</p> <p>Biotic</p> <p>Abiotic</p> <p>Producer</p> <p>Consumer</p> <p>Predator</p>	<p>Key word definitions</p> <p>Food web description and identification of key elements</p> <p>Species removal activity—removing species from food web and description of the impacts</p> <p>World mapping activity—location of world’s biomes</p>	<p><i>Pre-requisites:</i></p> <p>Ecosystems topic (year 7/8)</p> <p>Links to climate (year 10)</p> <p>World map locations understanding</p> <p><i>What comes next:</i></p> <p>Characteristics of tropical rainforests</p>	<p>Research species in tropical rainforests</p>
Characteristics of tropical rainforests	<p>To describe the distribution of tropical rainforests.</p> <p>To explain the features of tropical rainforests and how species adapt to survive there.</p>	<p>Emergent layer</p> <p>Shrub layer</p> <p>Canopy layer</p> <p>Adaptations</p> <p>Lianas</p> <p>Nutrient cycle</p>	<p>Map activity: Describing distribution of tropical rainforests</p> <p>Diagram of layers of the rainforest</p> <p>Card sort activity: matching animals to adaptations</p> <p>Exam question practice</p>	<p><i>Pre-requisites:</i></p> <p>Understanding of characteristics of ecosystems</p> <p>Links to rainforests (year 7)</p> <p><i>What comes next:</i></p> <p>Deforestation of the rainforest</p> <p>Links to resource management topic</p>	<p>Key word definitions test</p>
Deforestation of the rainforest	<p>To describe the reasons why the rainforest is being cut down.</p> <p>To explain how deforestation can have local and global impacts.</p> <p>To evaluate strategies of managing rainforest deforestation.</p>	<p>Deforestation</p> <p>Selective logging</p> <p>Mining</p> <p>Palm oil</p> <p>Commercial farming</p> <p>Urbanisation</p> <p>Sustainability</p> <p>Ecotourism</p>	<p>Photograph analysis</p> <p>Written descriptions of causes of deforestation</p> <p>Video analysis</p> <p>Class debate/discussion of the strategies of sustainable deforestation</p> <p>Exam question practice</p>	<p><i>Pre-requisites:</i></p> <p>Deforestation (year 7)</p> <p>Links to characteristics (previous lesson)</p> <p><i>What comes next:</i></p> <p>Comparison with issues in cold environments</p>	<p>Research tourism in Antarctica</p>



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Characteristics of cold environments	<p>To describe the climate of cold environments</p> <p>To explain how animals adapt to survive in cold environments</p>	<p>Polar</p> <p>Tundra</p> <p>Antarctica</p> <p>Adaptations</p> <p>Climate graph</p> <p>Svalbard</p>	<p>Climate graph analysis</p> <p>Annotated diagrams of animals to show adaptations</p> <p>Documentary analysis: a year in Svalbard</p>	<p><i>Pre-requisites:</i></p> <p>Ecosystems characteristics/locations</p> <p>Animal adaptations understanding</p> <p><i>What comes next:</i></p> <p>How do humans impact cold environments</p>	<p>Research adaptations of a cold environment species</p>
Challenges and opportunities in cold environments	<p>To describe the opportunities for people who live in cold environments</p> <p>To explain how living in cold environments can create challenges for people</p>	<p>Opportunities</p> <p>Challenges</p> <p>Oil extraction</p> <p>Tourism</p> <p>Fishing</p> <p>Mining</p>	<p>Video analysis: Svalbard information videos</p> <p>Card sort activity</p> <p>Written explanation of challenges in Svalbard</p> <p>Exam question practice: Evaluation of challenges in cold environments</p>	<p><i>Pre-requisites:</i></p> <p>Understanding of cold environment characteristics and associated challenges</p> <p><i>What comes next:</i></p> <p>How humans manage activities in cold environments</p>	<p>Key term definitions revision/test</p>
How can cold environments be managed	<p>To explain how humans can sustainably live in cold environments</p> <p>To evaluate strategies in Svalbard and Alaska that sustainably use resources in cold environments</p>	<p>Oil extraction</p> <p>Ecotourism</p> <p>Climate change</p> <p>Alaska</p> <p>Exxon Valdez</p> <p>Svalbard</p>	<p>Video analysis: Human activity in Alaska and northern Canada</p> <p>Photograph analysis</p> <p>Class debate/discussion about strategies of sustainable resource use</p> <p>Written evaluation</p> <p>Exam question practice</p>	<p><i>Pre-requisites:</i></p> <p>Human activities in cold environments</p> <p>Climate change (KS3 and Year 10)</p> <p><i>What comes next:</i></p> <p>End of topic test revision</p> <p>Resource management (links to rainforests and cold environments topic)</p>	<p>End of topic test revision</p>



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Global distribution and use of resources	<p>To describe the distribution of food, water and energy supply around the world</p> <p>To explain the factors that influence where in the world resource supply comes from</p>	<p>Food</p> <p>Water</p> <p>Energy</p> <p>NEE</p> <p>LIC</p> <p>HIC</p> <p>Resource</p>	<p>Choropleth map analysis (locations of food, water, energy supply)</p> <p>Description of trends (using TEA style of description)</p> <p>Data analysis</p> <p>Exam question practice</p>	<p><i>Pre-requisites:</i></p> <p>World map knowledge (KS3/4)</p> <p>Key term knowledge (KS3/4)</p> <p><i>What comes next:</i></p> <p>Resource supply in the UK</p>	<p>Research where Burnley's water supply comes from</p>
Food, energy, water supply in the UK	<p>To describe the sources of the UK's food, water and energy supply</p> <p>To explain how access to resources can impact different areas of the UK</p> <p>To evaluate the impacts of supply of resources to the UK</p>	<p>Surplus</p> <p>Deficit</p> <p>Food miles</p> <p>Greenhouse effect</p> <p>Water transfer</p> <p>Energy exploitation</p>	<p>Data and choropleth map analysis</p> <p>Evaluation of examples of food, water and energy supply</p> <p>Class discussion on positives and negatives of resource supply</p> <p>Exam question practice</p>	<p><i>Pre-requisites:</i></p> <p>Previous lesson: Global resource supply</p> <p>Issues with resources in Britain/trade (Year 8)</p> <p><i>What comes next:</i></p> <p>Global energy: supply and demand</p>	<p>Key term definitions</p>
Global energy use and distribution	<p>To describe the areas of high/low energy supply around the world</p> <p>To explain the factors that influence the provision of energy around the world</p> <p>To discuss the reasons for growing global energy consumption</p>	<p>Supply</p> <p>Demand</p> <p>Energy insecurity</p> <p>Energy surplus</p> <p>Energy exploitation</p> <p>Economic development</p>	<p>Analysis of data and choropleth maps</p> <p>Investigating sources of information: reasons for energy supply/demand</p>	<p><i>Pre-requisites:</i></p> <p>Global supply of resources (lesson 1)</p> <p>Russia topic (Year 9)</p> <p><i>What comes next:</i></p> <p>Impacts of energy insecurity</p>	<p>Research conflict of producing oil in Alaska</p>



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



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Paper 3 (Geographical Applications) Pre-Release booklet	<p>To understand the subject content and geographical themes within the Paper 3 Pre-Release booklet.</p> <p>To complete and practice exam questions and activities that link to the information in the Pre-Release booklet</p>	<p>Applications</p> <p>Themes</p> <p>Concepts</p> <p>Unfamiliar places</p> <p>Human Geography</p> <p>Physical Geography</p>	<p>Chronologically working through Pre-Release booklet to understand and pick out key themes within the resources/figures.</p> <p>Completion of exam questions to practice themes and skills linking to key concepts/subject matter in Pre-Release booklet</p>	<p><i>Pre-requisites:</i></p> <p>Links to previous topic/topics within overall GCSE course.</p> <p><i>What comes next:</i></p> <p>Revision of skills, knowledge and subject matter in preparation for final exams.</p>	<p>Revision for final exams.</p>
Revision/ preparation for final exams	<p>To effectively use remaining in-lesson time to revise and address misconceptions/weaknesses in subject knowledge or geographical skills.</p>	<p>Human Geography</p> <p>Physical Geography</p> <p>Natural Hazards</p> <p>Development</p> <p>Urbanisation</p> <p>Living World</p> <p>Resources</p> <p>Physical Landscapes</p>	<p>Bespoke revision support for students in preparation for exams.</p> <p>Practice exam questions/papers.</p> <p>Creation of revision resources.</p> <p>One-to-one revision time with class teacher.</p>	<p><i>Pre-requisites:</i></p> <p>Students to have already produced a bank of revision materials during GCSE course.</p> <p><i>What comes next:</i></p> <p>Final exams.</p>	<p>Revision for final exams.</p>