



Topic	Learning Objectives	Key Vocabulary	Learning Sequence	Linked Learning	Home Learning
<b>Natural hazards</b>	To understand how to describe natural hazards and hazard risk and the factors that increase hazard risk.	Hazard Atmospheric Tectonic Geomorphological Biological Urbanisation poverty	Key word definitions. Sorting images into risk categories. Mapping activity. Using statistics to create pie charts. GCSE exam question.	<i>Pre-requisites:</i> Year 9 half term 2—tectonics Describing locations— throughout KS3 Statistical skills - throughout KS3 <i>What comes next:</i> Development of skills/exam technique Links to Development unit of work in half term 3	Revise key terms Practice exam questions Research hazard case studies
<b>Distribution of earthquakes and volcanoes</b>	To understand how to describe the distribution of earthquakes and volcanoes and to link the distribution of earthquakes and volcanoes to plate tectonics .	Earthquake Volcano Tectonic plates Convection currents Core Mantle Crust Plate boundaries	Key word definitions. Describing patterns on a map. Annotated diagrams showing layers of the earth . GCSE question.	<i>Pre-requisites:</i> Year 9 half term 2—tectonics Describing locations— throughout KS3 Statistical skills - throughout KS3 <i>What comes next:</i> Development of skills/exam technique Exam technique	Revise key terms Practice exam questions Research hazard case studies
<b>Physical processes at plate margins</b>	To understand plate tectonics theory and describe and explain the global distribution of volcanic eruptions and earthquakes and their relationships to plate margins.	Continental crust Oceanic crust Constructive margin Destructive margin Conservative margin Subduction zone Oceanic ridge	Annotated diagrams of different plate boundaries showing key physical processes and examples of each. GCSE Question.	<i>Pre-requisites:</i> Year 9 half term 2—tectonics Describing locations— throughout KS3 Statistical skills - throughout KS3 <i>What comes next:</i> Development of skills/exam technique	Revise key terms Practice exam questions Research hazard case studies



Topic	Learning Objectives	Key Vocabulary	Learning Sequence	Linked Learning	Home Learning
<b>Chile and Nepal Earthquakes: example of two earthquakes in contrasting countries</b>	To be able to compare in detail the events of two earthquakes and explain how different levels of wealth and development affect the impact of hazards.	Primary effects Secondary effects Seismic waves Richter scale Mercalli scale Social Economic environmental	Key definitions. Locating places using geographical terminology. Sorting effects into categories. Comparison exercise between the effects and responses of countries with different levels of wealth . GCSE question.	<i>Pre-requisites:</i> Year 9 half term 2—tectonics Describing locations— throughout KS3 Statistical skills - throughout KS3 <i>What comes next:</i> Development of skills/exam technique Links to Development unit of work in half term 3	Revise key terms Practice exam questions
<b>Living with the risk from Tectonic Hazards</b>	To be able to justify why people live in areas at risk from earthquakes and volcanoes .	Risk Monitoring Poverty Settlement Tsunami Geothermal Tourism	Identifying different risks associated with tectonically active areas. Categorising advantages and disadvantages of living in areas at risk. Mapping activity. GCSE question.	<i>Pre-requisites:</i> Year 9 half term 2—tectonics Describing locations— throughout KS3 Statistical skills - throughout KS3 <i>What comes next:</i> Development of skills/exam technique Links to Development unit of work in half term 3	Revise key terms Practice exam questions Revision for end of unit test
<b>Reducing the risk from tectonic hazards</b>	To evaluate the four main management strategies for reducing the risk from tectonic hazards.	Monitoring Prediction Protection Planning Seismicity Geophysical Hydrology	Researching different methods of monitoring, predicting, protection from and planning for volcanic eruptions and earthquakes. Written descriptions and evaluations of different strategies. GCSE question.	<i>Pre-requisites:</i> Year 9 half term 2—tectonics Describing locations— throughout KS3 Statistical skills - throughout KS3 <i>What comes next:</i> Development of skills/exam technique	Revise key terms Practice exam questions Revision for end of unit test



Topic	Learning Objectives	Key Vocabulary	Learning Sequence	Linked Learning	Home Learning
<b>Global atmospheric circulation</b>	To understand how global atmospheric circulation affects global weather and climate.	Air pressure Trade winds Altitude Coriolis effect Hadley Cell Ferrel Cell Polar Cell	Key word definitions. Annotated diagram of global atmospheric circulation model. Written explanations about how global atmospheric circulation is responsible for different ecosystems GCSE questions	<i>Pre-requisites:</i> Year 8 half term 2—weather and climate Describing locations— throughout KS3 Statistical skills - throughout KS3 <i>What comes next:</i> Development of skills/exam technique Links to Ecosystems unit of work half term 3 year 11	Revise key terms Practice exam questions Research weather hazards
<b>Formation and structure of tropical storms</b>	To understand how tropical storms form, their structure and affects of climate change on them.	Friction Evaporation Condensation Precipitation Saffir-Simpson Frequency Intensity	Annotated diagrams of structure and formation of tropical storms Written explanations of distribution of tropical storms Using evidence to make links between climate change with the distribution, frequency and intensity of tropical storms GCSE Question	<i>Pre-requisites:</i> Year 8 half term 2—weather and climate Year 7 half term 4—climate change Describing locations— throughout KS3 <i>What comes next:</i> Development of skills/exam technique	Revise key terms Practice exam questions Research weather hazards case study
<b>Case study of a tropical storm</b>	To understand the effects and responses to Typhoon Haiyan	Primary effects Secondary effects Immediate responses Long-term responses Aid	Research activity into Typhoon Haiyan Sorting activity between primary/secondary effects and immediate and long-term responses	<i>Pre-requisites:</i> Year 8 half term 2—weather and climate Development of extended writing <i>What comes next:</i> Development of skills/exam technique	Revise key terms Practice exam questions Research case study examples



Topic	Learning Objectives	Key Vocabulary	Learning Sequence	Linked Learning	Home Learning
<b>Reducing the effects of tropical storms</b>	To understand how the effects of tropical storms can be reduced	Protection Planning Hurricane watch Hurricane warning Cyclone shelter Meteorological	Researching different methods of monitoring, predicting, protection from and planning for tropical storms.  Written descriptions and evaluations of different strategies.  GCSE question.	<i>Pre-requisites:</i> Year 8 half term 2—weather and climate Development of extended writing  <i>What comes next:</i> Development of skills/exam technique	Revise key terms Practice exam questions
<b>Weather hazards in the UK</b>	To understand that the UK is affected by a variety of weather hazards	Extreme weather Thunderstorms Prolonged rainfall Drought	Identifying different risks associated with weather hazards.  Categorising advantages and disadvantages of living in areas at risk.  Mapping activity.  GCSE question.	<i>Pre-requisites:</i> Year 8 half term 2—weather and climate Development of extended writing Describing locations— throughout KS3 Statistical skills - throughout KS3  <i>What comes next:</i> Development of skills/exam technique	Revise key terms Practice exam questions Research UK extreme weather events Revise for end of unit test
<b>Extreme weather in the UK</b>	To study a case study of an extreme weather event in the UK	Social Economic Environmental Political Dredging Floodwaters Stagnant	Identify the reasons for the Somerset Levels Floods (2014) Mapping activity  Categorise impacts into social, economic and environmental effects  Evaluation of the immediate and long-term responses  GCSE Question	<i>Pre-requisites:</i> Year 8 half term 2—weather and climate Describing locations— throughout KS3 Map skills– year 7 term 1 and throughout KS3 Development of extended writing  <i>What comes next:</i> Development of skills/exam technique	Revise key terms Practice exam questions Revise for end of unit test

Re-oxygenated



Topic	Learning Objectives	Key Vocabulary	Learning Sequence	Linked Learning	Home Learning
<b>Human and Natural causes of climate change</b>	<p>To understand and describe the human and natural causes of climate change.</p> <p>To assess and evaluate evidence that supports past and present climate change.</p>	Milankovitch Cycles Volcanic Activity Greenhouse Effect Tree Rings Ice Cores Glacial Period Interglacial	<p>Key term definitions.</p> <p>Information gathering: causes of climate change.</p> <p>Class debate: human or natural causes.</p> <p>Exam question practice.</p>	<p><i>Pre-requisites:</i></p> <p>Links to topics in KS3 (Climate Change : Year 7)</p> <p><i>What comes next:</i></p> <p>Managing/mitigating climate change</p>	<p>To research potential impacts of climate change in UK.</p>
<b>Managing the impacts of climate change</b>	<p>To describe and explain potential strategies to manage and mitigate the impacts of climate change.</p> <p>To evaluate the effectiveness of climate change mitigation and management.</p>	Mitigation Carbon Capture Adaptation Alternative Energy International Agreements Management	<p>Key term definitions.</p> <p>Carousel information gathering of information about management and mitigation strategies.</p> <p>Exam question practice.</p>	<p><i>Pre-requisites:</i></p> <p>Links to Year 7 (Climate Change)</p> <p>Links to development and resources topic in GCSE course.</p> <p><i>What comes next:</i></p> <p>End of topic assessment.</p>	<p>Revise for end of topic assessment.</p>



Topic	Learning Objectives	Key Vocabulary	Learning Sequence	Linked Learning	Home Learning
<b>Measuring Development</b>	<p>To identify the different ways development can be measured</p> <p>To evaluate the different indicators of development</p>	<p>GNI</p> <p>HDI</p> <p>Birth rate</p> <p>Death rate</p> <p>Literacy rate</p> <p>Infant mortality rate</p>	<p>Key definitions</p> <p>Strengths and weaknesses of single indicators</p> <p>Diamond 9 single indicators</p> <p>Evaluate best method of measuring development</p>	<p><i>Pre-requisites:</i></p> <p>Year 9 - half term 2— development and tectonics</p> <p>Evaluation skills</p> <p><i>What comes next:</i></p> <p>Year 11—Half term 2—Nigeria</p>	<p>Revise key words</p> <p>Practice exam paper questions</p>
<b>Development and population structures</b>	<p>To understand how countries transition on a DTM</p> <p>To compare population pyramids of an LIC and a HIC country</p>	<p>Demographic transition model</p> <p>Population structures</p> <p>Birth rate</p> <p>Death rate</p> <p>Life expectancy</p> <p>Working population</p>	<p>Features, examples and reasons for each stage of DTM</p> <p>Assign countries to their correct stage on DTM explaining why</p> <p>Annotate population structure of LIC and HIC</p> <p>Exam Question comparing structures</p>	<p><i>Pre-requisites:</i></p> <p>Year 8—Half term 1—Changing Britain</p> <p>Year 9 — Half Term 1— Development</p> <p><i>What comes next:</i></p> <p>Year 11—Half term 2—Nigeria</p>	<p>Revise key definitions</p> <p>Practice exam questions</p>
<b>Causes of uneven development</b>	<p>To identify the different causes of uneven development</p> <p>To explain the link between causes and the development gap</p>	<p>Climate</p> <p>Trade</p> <p>Colonialism</p> <p>Corruption</p>	<p>Identify the causes of uneven development and explain how they prevent a country from developing</p> <p>Look at case studies of less developed countries</p> <p>GCSE question—Evaluate the significance of the factors</p>	<p><i>Pre-requisites:</i></p> <p>Year 9 - Half term 1—Development</p> <p>Year 10—Half term 1—Tectonics—LIC HIC earthquake case studies.</p> <p><i>What comes next:</i></p> <p>Year 10— Half term 2—Wealth and health</p>	<p>Revise key factors</p> <p>Practice exam questions</p> <p>Case study research</p>



Topic	Learning Objectives	Key Vocabulary	Learning Sequence	Linked Learning	Home Learning
<b>Development and Health</b>	To understand how does uneven development lead to disparities of global health	GNI Malaria Obesity	Annotate graphs showing population and wealth distribution and identify main causes of death in HIC/LIC's.  Investigate why people in HIC's get obesity and why people in LIC's die from treatable diseases such as Malaria  GCSE Exam question	<i>Pre-requisites:</i> KS3—graph and statistical skills  <i>What comes next:</i> Development of skills/exam technique	Revise key words Practice exam questions
<b>Development and migration</b>	To understand how uneven development causes international migration  To explain the positives and negatives of international migration for host and source countries	National migration International migration Immigrant Emigrant Refugee Migration Asylum seeker	Key word definitions  Identify and explain push and pull factors of migration  Use case study knowledge to explain the causes of international migration  Create a table with positives and negatives of international migration for both host and source countries	<i>Pre-requisites:</i> Year 8—Half term 1—Changing Britain Year 9— Half term 1—Population  <i>What comes next:</i> Year 10—Half term 2 - Reducing the Gap	Revise key words Practice exam questions Research case study
<b>Reducing the Gap</b>	To describe and explain the different ways that the development gap can be reduced  To evaluate the methods used to reduce the development gap	FDI TNC's Types of aid Intermediate technology Fair trade Microfinance Debt relief	To evaluate the impact of TNC's at development gap  To evaluate the impact of Aid and intermediate technology at reducing the development gap  The evaluate the impact of fair trade at reducing the development gap  To evaluate the impact of debt relief at reducing the development gap	<i>Pre-requisites:</i> Year 9—Half term 3—Development  <i>What comes next:</i> Year 11—Half term 2—Nigeria	Revise key words Practice exam questions Research specific examples



Topic	Learning Objectives	Key Vocabulary	Learning Sequence	Linked Learning	Home Learning
<b>Jamaica Tourism</b>	<p>To explain why Jamaica sees tourism as a way of reducing its development gap</p> <p>To evaluate the effectiveness of tourism at reducing the gap</p>	<p>Employment</p> <p>Infrastructure</p> <p>Quality of life</p> <p>Economy</p>	<p>To identify the causes of uneven development in Jamaica using graphs and statistics</p> <p>To sort the positives and negatives of tourism in Jamaica into social, economic and environmental categories</p> <p>To evaluate the effectiveness of tourism at reducing the development gap in Jamaica</p> <p>GCSE Question</p>	<p><i>Pre-requisites:</i></p> <p>KS3—graphs and statistical skills</p> <p>Year 10—half term 2— ways of reducing the gap in previous lessons</p> <p><i>What comes next:</i></p> <p>Development of skills/exam technique</p>	<p>Revise key words</p> <p>Practice exam questions</p>
<b>Importance of Nigeria</b>	To understand the location and importance of the country, regionally and globally and the wider political, social, cultural and environmental context within which the country is placed.	<p>Subsistence farmers</p> <p>NEE</p> <p>Revenue</p> <p>Corruption</p> <p>Infrastructure</p> <p>Exports</p> <p>Imports</p>	<p>Written description to locate Nigeria.</p> <p>Comparison of Nigeria's size to other countries.</p> <p>Analysis of data to describe Nigeria.</p> <p>Research into the political, social, cultural and environmental aspects of Nigeria.</p>	<p><i>Pre-requisites:</i></p> <p>Describing locations throughout KS3</p> <p>Statistical skills throughout KS3</p> <p>Links to development unit of work half term 3 year 1</p> <p><i>What comes next:</i></p> <p>Development of skills/exam techniques</p>	<p>Find out what has happened in Nigeria since 2014.</p> <p>Has Boko Haram killed more people or has the government stopped them? What happened?</p> <p>Has Ebola been eradicated? What has been done to prevent further outbreaks?</p>
<b>Changing industrial structure in Nigeria</b>	<p>To understand the balance between different sectors of the economy.</p> <p>To understand how manufacturing industry can stimulate development and the role of TNC's</p>	<p>Industrial structure</p> <p>Primary</p> <p>Secondary</p> <p>Tertiary</p> <p>Quaternary</p> <p>Industry</p> <p>Multiplier effect</p>	<p>Key word definitions</p> <p>Analysis of data about Nigeria's changing industrial structure</p> <p>Written description and explanation about how manufacturing stimulates the economy</p> <p>Classification of positives and negatives of TNC's</p> <p>GCSE Questions</p>	<p><i>Pre-requisites:</i></p> <p>Describing locations throughout KS3</p> <p>Statistical skills throughout KS3</p> <p>Links to development unit of work half term 3 year 10 and urbanisation in year 9 term 1</p> <p><i>What comes next:</i></p> <p>Development of skills/exam techniques</p>	<p>Research and describe the changes in Nigeria's GDP since 2006.</p> <p>Explain why an increase in GDP does not mean that everybody is wealthier.</p> <p>Investigate some of the social benefits that TNC's have brought to Nigeria.</p>





Topic	Learning Objectives	Key Vocabulary	Learning Sequence	Linked Learning	Home Learning
<b>Impacts of development strategies</b>	<p>To understand the changing political and trading relationships with the wider world.</p> <p>To understand the different types of aid and the impacts of aid on the receiving country.</p>	<p>International aid</p> <p>Poverty</p> <p>Education</p> <p>Emergency aid</p> <p>Developmental aid</p> <p>NGO</p> <p>Humanitarian aid</p>	<p>Mind map about why Nigeria needs aid to help its development</p> <p>Classification activity of different types of aid and evaluation of each type</p> <p>Class discussion should the UK provide aid to Nigeria</p> <p>GCSE Questions</p>	<p><i>Pre-requisites:</i></p> <p>Describing locations throughout KS3</p> <p>Statistical skills throughout KS3</p> <p>Links to development unit of work half term 3 year 10 and urbanisation in year 9 term 1</p> <p><i>What comes next:</i></p> <p>Development of skills/exam techniques</p>	<p>Investigate examples of how UK government aid is used in Nigeria.</p>
<b>Managing Nigeria's environmental issues</b>	<p>To understand the environmental impacts of industry</p>	<p>Industrial growth</p> <p>Biodiversity</p> <p>Mineral extraction</p> <p>Aquatic ecosystems</p> <p>Toxic chemicals</p>	<p>Researching environmental effects of economic development: industrial growth; urban growth; commercial farming and deforestation; mining and oil extraction</p> <p>Mapping activities</p> <p>Analysing images</p> <p>GCSE Questions</p>	<p><i>Pre-requisites:</i></p> <p>Describing locations throughout KS3</p> <p>Statistical skills throughout KS3</p> <p>Links to development unit of work half term 3 year 10 and urbanisation in year 9 term 1</p> <p><i>What comes next:</i></p> <p>Development of skills/exam techniques</p>	<p>Make a case study information leaflet about the Bodo or Bonga oil spills</p> <p>Investigate what happened, the impacts on the people and the environment. What has been done to clean up the area and compensate people? How can oil spills be prevented?</p>
<b>Quality of life in Nigeria</b>	<p>To understand the effects of economic development on quality of life for the population.</p>	<p>Quality of life</p> <p>Disposable income</p> <p>Standard of living</p> <p>Life expectancy</p> <p>Sanitation</p> <p>Death rate</p> <p>Human Development Index</p>	<p>Key word definitions</p> <p>Analysis of data to evaluate quality of life in Nigeria</p> <p>Discussion about limitations of development indicators</p> <p>Phots analysis</p> <p>GCSE questions</p>	<p><i>Pre-requisites:</i></p> <p>Describing locations throughout KS3</p> <p>Statistical skills throughout KS3</p> <p>Links to development unit of work half term 3 year 10 and population in year 9 term 1</p> <p><i>What comes next:</i></p> <p>Development of skills/exam techniques</p>	<p>Do people still migrate across the Mediterranean?</p> <p>Where are they from? How many are Nigerian?</p> <p>Why are they migrating?</p> <p>What measures have been taken to reduce migration and</p>



Topic	Learning Objectives	Key Vocabulary	Learning Sequence	Linked Learning	Home Learning
<b>Changes in the UK economy</b>	To explain the causes and impacts of de-industrialisation in the UK and understand how the development of IT has affected the growth and characteristics of the UK economy	Industrialisation Deindustrialisation Globalisation Post-industrial economy	Key words and definitions  Identify and explain the causes and impacts of deindustrialisation in Britain  To explain how government policies have lead to globalisation  To explain the development of IT and the service, finance and research employment sector.  GCSE question	<i>Pre-requisites:</i>  Year 8—Half term 1—Changing Britain  <i>What comes next:</i>  Year 11– Half term 2 –Nigeria	Revise key words  Practice exam questions
<b>UK science and business parks</b>	To understand how science and business parks provide opportunities for regional economic growth	Science park Business park regional	To describe the main differences between science and business parks  Mapping activity  Explain the benefits of science and business parks  GCSE question—to explain how science and business parks provide opportunities for regional economic growth	<i>Pre-requisites:</i>  KS3—map skills  <i>What comes next:</i>  Development of skills/exam technique	Revise key words  Practice exam questions  Case study example
<b>Environmental Impacts of Industry</b>	To identify impacts of industry on the physical environment  Using examples to demonstrate how modern industry can be more environmentally sustainable.	Sustainable Pollution	Annotate environmental impacts on diagram  Watch video and identify impacts of quarrying in the SW region of England.  Investigate how Torr Quarry are making quarrying more sustainable  GCSE question—Evaluate the effectiveness of the solutions	<i>Pre-requisites:</i>  KS3 – extended writing tasks  <i>What comes next:</i>  Year 11—Half term 1—Urban Issues Year 11—Half term 2—Nigeria	Revise key words  Practice exam questions  Case study example



Topic	Learning Objectives	Key Vocabulary	Learning Sequence	Linked Learning	Home Learning
<b>Changing Rural Landscapes</b>	To contrast the economic challenges associated with rural areas of population growth and decline	Rural Social Economic Gentrification Inwards migration	Look at South Cambridgeshire and the Outer Hebrides and describe what it would be like to live there identifying the challenges  Explain the main causes of population change in South Cambridgeshire  GCSE question—Explain the consequences of rural depopulation from remote areas	<i>Pre-requisites:</i> KS3—describing locations  Year 9—Half term 1—Population—Rural push and urban pull factors  <i>What comes next:</i> Year 11—Half term 1—Urban Issues	Revise key words Practice exam questions Case study example
<b>Changing Transport</b>	To understand how road and rail developments can improve the UK's economy	Infrastructure	Introduce schemes (south west super highway, cross rail, Liverpool 2 and Heathrow expansion)  Walkabout activity collecting information (social and economic benefits/challenges) about each scheme  GCSE Question	<i>Pre-requisites:</i> Year 8—Half term 1—Changing Britain KS3 – extended writing tasks  <i>What comes next:</i> Year 11– Half term 1 – Urban Issues Development of skills/exam technique	Revise key words Practice exam questions Case study example
<b>North South Divide</b>	The understand the inequality between the north and the south of the UK and to evaluate what strategies have been put in place to reduce it	Regional Enterprise Quality of life	Using figures, identify what the north-south divide is  To explain the physical and human reasons for the divide  Watch mind the gap  Evaluate the strategies put in place to reduce the gap  GCSE question	<i>Pre-requisites:</i> KS3—graph and statistical skills Year 8—Half term 1—Changing Britain  <i>What comes next:</i> Development of skills/exam technique	Revise key words Practice exam questions Case study example



Topic	Learning Objectives	Key Vocabulary	Learning Sequence	Linked Learning	Home Learning
<b>UK's global connections</b>	To understand how the UK benefits by having close links with the rest of the world	Trade Culture Commonwealth EU	Map activity—describe the distribution of the British commonwealth Explain the importance of the commonwealth Identify the positives and negatives of being in the EU To assess the importance of transport at creating global links GCSE Question	<i>Pre-requisites:</i> Year 8—half term 1—Changing Britain KS3 – describing the location PSHE lessons <i>What comes next:</i> Year 11—Half term 2—Nigeria Development of skills/exam technique	Revise key words Practice exam questions



Topic	Learning Objectives	Key Vocabulary	Learning Sequence	Linked Learning	Home Learning
<b>Coastal Landscapes— wave type and characteristics</b>	To understand the characteristics of constructive and destructive waves	Destructive Constructive Fetch Swash Backwash	To explain how waves form and what happens when waves reach the coast  To explain how fetch affects the size/power of a wave  To draw constructive and destructive waves and label the features  Exam question—to compare the characteristics of constructive and destructive waves (4 marks)	<i>Pre-requisites:</i> Year 9—HT5 Coastal landscapes  <i>What comes next:</i> Development of key words and exam practice	Revise key words Practice exam questions
<b>Coastal Processes</b>	To understand how the processes of weathering, mass movement, erosion, transportation and deposition shape a coastline	Hydraulic action Freeze—thaw Solution  Abrasion / Attrition  Traction  Saltation  Suspension  Deposition	To draw and label diagrams of weathering, mass movement, erosion and transportation.  To explain the process of longshore drift and its role in coastal deposition.  GCSE exam questions	<i>Pre-requisites:</i> Year 7—HT5 Rivers and flooding  Year 10—HT5 Rivers—erosional processes  <i>What comes next:</i> Development of key words and exam practice  Year 10—HT5 Coastal landforms	Revise key words & test Practice exam questions
<b>Coastal erosional and depositional landforms</b>	To explain the formation of erosional and depositional landforms along a coastline using key words and processes	Concordant Discordant Headlands  Bays  Spits  Bars  Sand dunes	To identify the factors that influence the rate of erosion along a coastline (eg geology) to create headlands and bays  To draw and explain the formation of caves, arches and stacks and wave cut platforms (GCSE exam question)  To draw and explain the formation of spits, bars and sandunes(GCSE exam question)	<i>Pre-requisites:</i> Year 9—HT5 Coastal landforms  <i>What comes next:</i> Development of key words and exam practice	Revise key words Practice exam questions Research geology of UK Coastlines



Topic	Learning Objectives	Key Vocabulary	Learning Sequence	Linked Learning	Home Learning
<b>Coastal Landforms as Swanage</b>	To look at the coastal landforms found in Swanage and practice OS map skills	Foreland Concordant Spits Geology 6-figure grid references	Describe the location of Swanage  Look at a geological map of the Swanage and determine the type of coastline  Using an OS map, answer questions identifying landforms along the coast	<i>Pre-requisites:</i> Year 7—HT1 OS map skills Year 9—HT5—Coastal landforms Year 10—HT5—Coastal landforms  <i>What comes next:</i> Development of OS map skills Case study detail for exam answers	Revise key words Practice exam questions Case study examples
<b>Coastal Management</b>	To evaluate the effectiveness of hard and soft engineering strategies at protecting the coastline from flooding/erosion.	Groynes Rock armour Gabions Beach nourishment Dune regeneration Managed retreat	To create a table of all the advantages and disadvantages of all the hard and soft engineering strategies  GCSE exam question—evaluating the effectiveness of each strategy  Look at a series of photographs of coastal erosion and justify the most appropriate management strategy.  Look at case study example—Lyme Regis, Dorset	<i>Pre-requisites:</i> Year 9—HT5 Coastal management Year 10—HT5—River management  <i>What comes next:</i> Development of key words and exam practice	Revise key words Practice exam questions Case study examples End of topic revision



Topic	Learning Objectives	Key Vocabulary	Learning Sequence	Linked Learning	Home Learning
<b>River landscapes —Cross profile and valley changes downstream</b>	To understand how the cross profile of a river and valley changed downstream from the source to the mouth	Velocity V-shaped valley Cross profile Depth Width Tributary Source Mouth	Look at the different features of a drainage basin  Describe how the long profile of a river changes downstream  To describe how the shape of a valley changes downstream	<i>Pre-requisites:</i> Year 7 — HT1 Rivers and flooding  <i>What comes next:</i> Year 10 — fluvial processes	Revise key words Practice exam questions
<b>Fluvial processes</b>	To define the processes of erosion, deposition and transportation and explain how they shape the river channel	Hydraulic action Abrasion Attrition Solution Suspension Traction Saltation Deposition	Define the 4 types of erosion  Define the 4 types of transportation and understand where they occur within a river  Explain when deposition takes place  GCSE question—to what extent is the size and shape of a river valley the result of the work of the river under flood conditions (6 marks)	<i>Pre-requisites:</i> Year 7—HT1 Rivers and flooding Year 9—HT5—Coasts  <i>What comes next:</i> Year 10—HT5—Coastal Processes	Revise key words & test Practice exam questions
<b>Erosional and Depositional landforms</b>	To explain how the process of erosion and deposition create landforms on a river channel	Meander Ox-bow lake Waterfall Gorge Floodplain Levee Estuary	Draw and label a diagram of a waterfall  Explain how a gorge is formed using erosional processes  Draw and label meander and ox-bow lake  Explain how erosion and deposition form ox-bow lake  Explain how deposition forms floodplains, levees and estuaries	<i>Pre-requisites:</i> Year 7—HT1 Rivers and flooding  <i>What comes next:</i> Development of skills and embedding key words into GCSE answers	Revise key words Practice exam questions



Topic	Learning Objectives	Key Vocabulary	Learning Sequence	Linked Learning	Home Learning
<b>Factors that increase flood risk</b>	To understand the human and physical factors that can increase the risk of a flood	Precipitation Geology Relief Urbanisation Deforestation Agriculture hydrograph	To divide flood risk factors into human and physical categories  To look at a flood hydrograph and interpret and explain all the different components  To look at contrasting flood hydrograph shapes and understand what factors affects its shape  GCSE exam question	<i>Pre-requisites:</i> Year 7 — HT1 Rivers and flooding  <i>What comes next:</i> Development of graph interpretation and skills Development of GCSE exam questions Year 11—HT6 Living world—deforestation	Revise key words Practice exam questions Research case studies of local flooding and determine cause
<b>Managing floods—hard and soft engineering</b>	To understand the different strategies that can be used to reduce the impact of flooding.  To look at a case study example of where hard and soft engineering strategies are in place	Hard engineering Soft engineering Dams Channel straightening Embankments Floodplain zoning Afforestation	To create a table of all the advantages and disadvantages of all the hard and soft engineering strategies  GCSE exam question—evaluating the effectiveness of each strategy  Look at case study example—Banbury flood management and judge the effectiveness of strategies used	<i>Pre-requisites:</i> Year 7—HT1 Rivers and flooding  <i>What comes next:</i> Year 10—HT5—Coastal management GCSE 'evaluation' exam question practice	Revise key words Practice exam questions Case Study examples End of topic revision