

	HT1	HT2	HT3	HT4	HT5	HT6
Year 10 (KS4)	<p><b>Theme:</b> Resource management (4 weeks)  <b>Topic description/Purpose;</b>  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.  <b>Key piece/assessment;</b>  <b>Careers:</b> All our students need access to these three key groups. Ideas around being a sustainable citizen should help them to shape their future lives and the decisions they make. There are lots of employment opportunities within this topic. A search of Indeed will show the most up to date jobs in this field.  <b>Enrichment opportunities:</b>  Possible visit from Untied utilities or a trip to Rivington to hear or see first-hand how our local water supply is management. A trip to a local supermarket to discuss how they source their food and a contrasting visit to a local food market or farmer's shop.</p> <p><b>Theme: The living world (3 weeks)</b>  <b>Topic description/Purpose;</b>  The aims of this unit are to develop an understanding of the tectonic, geomorphological, biological</p>	<p><b>Theme: The living world (4 weeks)</b>  <b>Topic description/Purpose;</b>  The aims of this unit are to develop an understanding of the tectonic, 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.  <b>Key piece/assessment;</b>  <b>Careers</b> Throughout this unit teachers should discuss the many new job opportunities linked to opportunities arising in eco-tourism and sustainable forestry. A search in INDEED will allow learners to see real jobs with links to conservation within the north west and also on a global scale. Learners are required to make an evaluative judgement relating to the risk to both tropical rainforests (lesson 8) and cold environments (lesson 14). Learners should be encouraged to discuss what jobs would require them to look at evidence and make decisions.  <b>Enrichment opportunities.</b>  Trip to Manchester Museum to view natural history section. Invite Kirsten (DHG) back to talk about her time in the Falklands or Susan Porter (KHF) to talk about her Antarctica visit.</p>	<p><b>Theme:</b> Urban issues and challenges (7 weeks)  <b>Topic description/Purpose;</b>  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.  <b>Key piece/assessment;</b>  Assess the possible challenges of urban growth in Manchester (9).  <b>PPE exam DC1</b>  <b>Careers:</b> This topic is relevant to our learners as they all live in urban areas. The unit allows them to think about who the winners and losers are as these urban areas grow. Manchester is the nearest city to Leigh and many of our students will either continue their education or gain employment in Manchester. A search of INDEED will show the jobs available within Manchester but also involved in town planning. This unit develops the learners' critical thinking by asking them to evaluate</p>	<p><b>Theme:</b> Coasts (4 weeks plus 1 weeks fieldwork prep)  <b>Topic description/Purpose;</b>  The aims of this unit are to develop an understanding of the tectonic, 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.  <b>Key piece/assessment;</b>  Lesson 12. 'Hard engineering strategies are effective in protecting the coastline.' Do you agree with this. Write up from debate.  <b>Careers</b> Throughout this unit teachers should discuss the many new job opportunities linked to opportunities arising in coastal management in particular with the Environmental agency. A search in INDEED will allow learners to see real jobs with links to coastal management within the north west and also on a global scale. Learners are required to make an evaluative judgement relating to the effectiveness of different types of coastal management strategies (lesson 12 and 13). Learners should be encouraged to discuss what jobs would require them to look at evidence and make decisions.  <b>Enrichment opportunities.</b>  Potential visit to Blackpool to view the range of coastal</p>	<p><b>Theme: The challenge of natural hazards (6 weeks)</b>  <b>Topic description/Purpose;</b>  The aims of this unit are to develop an understanding of the tectonic, 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.  <b>Key piece/assessment;</b>  Lesson 9 writing conclusion 9 mark question.  <b>Career:</b> Throughout this unit teachers should discuss the many new job opportunities linked to opportunities arising in seismologists, volcanologists, engineers and architects. A search in INDEED will allow learners to see real jobs with links to tectonics. Learners are required to make an evaluative judgement relating to the impact of primary and secondary effects of an earthquake (lesson 9). Learners should be encouraged to discuss what jobs would require them to look at evidence and make decisions.  <b>Enrichment:</b> Visits to natural history museum.</p>	<p><b>Theme: The challenge of natural hazards (7 weeks- minus 2 weeks of mocks and 2 weeks of work experience= 3 weeks of teaching time)</b>  <b>Topic description/Purpose;</b>  The aims of this unit are to develop an understanding of the tectonic, 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.  <b>Key piece/assessment;</b>  Lesson 9 writing conclusion 9 mark question.  <b>PPE exam: DC3</b>  <b>Career:</b> Throughout this unit teachers should discuss the many new job opportunities linked to opportunities arising in seismologists, volcanologists, engineers and architects. A search in INDEED will allow learners to see real jobs with links to tectonics. Learners are required to make an evaluative judgement relating to the impact of primary and secondary effects of an earthquake (lesson 9). Learners should be encouraged to discuss what jobs would require them to</p>

	<p>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><b>Key piece/assessment;</b> Assessment</p> <p><b>Careers</b> Throughout this unit teachers should discuss the many new job opportunities linked to opportunities arising in eco-tourism and sustainable forestry. A search in INDEED will allow learners to see real jobs with links to conservation within the north west and also on a global scale. Learners are required to make an evaluative judgement relating to the risk to both tropical rainforests (lesson 8) and cold environments (lesson 14). Learners should be encouraged to discuss what jobs would require them to look at evidence and make decisions.</p> <p><b>Enrichment opportunities.</b> Trip to Manchester Museum to view natural history section. Invite Kirsten (DHG) back to talk about her time in the Falklands or Susan Porter (KHF) to talk about her Antarctica visit.</p> <p><b>Enrichment sessions:</b> Core skills- maps, maths, graphs.</p>	<p><b>Theme:</b> Urban issues and challenges (3 weeks)</p> <p><b>Topic description/Purpose;</b></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><b>Key piece/assessment;</b> Assess the possible challenges of urban growth in Manchester (9).</p> <p><b>Careers:</b> This topic is relevant to our learners as they all live in urban areas. The unit allows them to think about who the winners and losers are as these urban areas grow. Manchester is the nearest city to Leigh and many of our students will either continue their education or gain employment in Manchester. A search of INDEED will show the jobs available within Manchester but also involved in town planning. This unit develops the learners' critical thinking by asking them to evaluate</p>		<p>management strategies.</p> <p><b>Topic description/Purpose;</b> Students will be expected to:</p> <ol style="list-style-type: none"> <li>1. apply knowledge and understanding to interpret, analyse and evaluate information and issues related to geographical enquiry</li> <li>2. select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings in relation to geographical enquiry.</li> </ol> <p><b>Key piece/assessment;</b> <b>Careers:</b> Throughout this unit teachers should discuss the many new job opportunities linked to fieldwork and the enquiry process. A search in INDEED will allow learners to see real jobs linked to this area. Learners are required to evaluate their field work enquiry and suggest how to make improvements. Learners should be encouraged to discuss what jobs would require them to evaluate and suggest improvements.</p> <p><b>Enrichment opportunities:</b> In order to complete this unit all students will need to complete a field trip to Formby point / St Annes. Other possible visits include the potential to visit a field study centre. Links with higher education institutes would allow students to discuss other potential fieldwork linked to university and completing a geography degree.</p>		<p>look at evidence and make decisions.</p> <p><b>Enrichment:</b> Visits to natural history museum.</p>
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Year 11 (KS4)	<p><b>Theme:</b> Changing Economic World (7 weeks)</p> <p><b>Topic description/Purpose;</b> The aims of this unit are to develop an understanding of the factors that impact development and strategies to tackle the development gap. Case study focus is India. The unit also investigates the changing UK economy and our links to the wider world.</p> <p><b>Key piece/assessment;</b> <b>Careers:</b> This topic investigates the different sectors of employment and how employment in the UK has and is still changing.</p> <p><b>Enrichment opportunities:</b> Possible visit to Manchester to look at how employment changes have impacted the city landscape.</p>	<p><b>Theme:</b> Changing Economic World (3 weeks)</p> <p><b>Topic description/Purpose;</b> The aims of this unit are to develop an understanding of the factors that impact development and strategies to tackle the development gap. Case study focus is India. The unit also investigates the changing UK economy and our links to the wider world.</p> <p><b>Key piece/assessment;</b> PPE exam DC1</p> <p><b>Careers:</b> This topic investigates the different sectors of employment and how employment in the UK has and is still changing.</p> <p><b>Enrichment opportunities:</b> Possible visit to Manchester to look at how employment changes have impacted the city landscape.</p>	<p><b>Theme:</b> River environments (6 weeks)</p> <p><b>Topic description/Purpose;</b> The aims of this unit are to develop an understanding of the tectonic, 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><b>Key piece/assessment;</b> Assessment</p> <p><b>Careers</b> Throughout this unit teachers should discuss the many new job opportunities linked to opportunities arising in coastal management in particular with the Environmental agency. A search in INDEED will allow learners to see real jobs with links to coastal management within the north west and also on a global scale. Learners are required to make an evaluative judgement relating to the effectiveness of different types of coastal management strategies (lesson 12 and 13). Learners should be encouraged to discuss what jobs would require them to look at evidence and make decisions.</p>	<p>Revision and exam preparation (6 weeks)</p> <p>Assessment: PPE exam DC2.</p>	<p><b>Theme:</b> Pre-release (3 weeks)</p> <p><b>Topic description/Purpose;</b> <i>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.</i></p> <p><b>This is released 12 weeks before the exam.</b></p> <p><b>Fieldwork recap and exam practice (3 weeks)</b></p>	<p>Revision and exam preparation</p>

			<b>Enrichment opportunities.</b> Potential visit to Blackpool to view the range of coastal management strategies.			
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## 1.Resource Management

- Introduction and global distribution of resources.
- Food overview
- Water overview
- Energy overview
- water
- water-
- water-conservation in Thar Desert.
- Water-China South North Scheme.

## 2. The Living World

- Ecosystems and food webs, changes in an ecosystem.
- Global biomes.
- TRF (Malaysia) characteristics, climate and soil.
- TRF animal and plant adaptations.
- Causes and impacts of deforestation.
- Managing the TRF.
- Hot deserts (Thar) characteristics.
- Animal and plant adaptations in hot deserts.
- Causes of and ways to reduce desertification.
- Opportunities in hot deserts.
- Challenges in hot deserts.

### 3. Urban issues and challenges

- Global patterns of urbanisation / factors affecting urban change.
- Megacities into Mumbai location and importance.
- Mumbai- social and economic challenges.
- Mumbai- environmental challenges (plus exam questions).
- Favelas in Mumbai- The challenges and improvements / solutions.
- Manchester- location and importance + impact of migration.
- Manchester- opportunities and challenges.
- Inequalities in Manchester.
- Environmental challenges in Manchester.
- Regeneration in Manchester.
- Urban sustainability in Manchester.

### 4. Coasts

- Wave formation +weathering and mass movement.
- Marine coastal processes- erosion, longshore drift, deposition..
- Erosional landforms- wave cut platforms, headlands and bays, caves, arches, stacks and stumps (linked in to Dorset coastline)
- Depositional landforms- beaches, dunes, spits and bars (Linked to Dorset coastline).
- Coastal management strategies (including managed retreat).
- Coastal management at Lyme Regis.

### 4. Natural Hazards

- What are natural hazards + location of volcanoes and earthquakes.
- Structure of earth and plate margins.
- Earthquakes- Christchurch- Cause / effects / responses.
- Earthquakes- Haiti- Cause / effects / responses.
- Living with and reducing risk.
- Global atmospheric circulation and weather patterns.

- Formation of tropical storms, structure, distribution, frequency and intensity.
- Typhoon Haiyan- cause / effects / responses.
- Reducing the risk from tropical storms.
- UK weather hazards.
- Somerset Levels Floods.
- UK extreme weather.
- Evidence for climate change + human and natural causes.
- Managing the impact of climate change.

## 5. Changing economic world

- Measuring development.
- The DTM.
- Uneven development
- Types of aid
- Intermediate technology
- Fairtrade, debt relief and microfinance
- Tourism- Jamaica
- India- intro +change
- India- TNC's + environmental impact
- India- quality of life
- UK economic change- causes and post industrial economy
- Science and business parks (Cambridge)
- Environmental impacts of industry
- Rural-urban changes (South Cambridgeshire and Outer Hebrides) .
- North-South divide
- Changing transport infrastructure (HS2, Manchester Terminal 2 expansion, M60 smart motorways, Liverpool2).
- UK global links

## 6. Rivers

- Upland and lowland areas + drainage basins.
- River profiles (Linked to River Tees).
- Erosion, transportation and deposition.
- Waterfalls and gorges, meanders and oxbows (Linked to River Tees).
- Levees, floodplains and estuaries.
- Causes of flooding + hydrographs.
- Flood management strategies (linked to River Tees).