



Geography

	Content
Year 10 HT1	<p><u>Weather Hazards</u></p> <p>Students begin the year by revisiting the concept of natural hazards, this time focussing on weather hazards: tropical storms. Students will look at global circulation before considering the distribution and causes of tropical storms. They will then explore case studies of tropical storms in countries of different levels of development, comparing their effects and responses and the reasons for these differences. Students will consider how effects may be reduced through monitoring and prediction, protection and planning before finishing the unit by considering the impact of climate change on future frequency and distribution of tropical storms.</p>
Year 10 HT2	<p><u>Extreme Weather in the UK</u></p> <p>Students will continue to look at the issue of natural hazards in this unit but at a local scale by focussing on extreme weather events that have happened in the UK. They will consider the different types of extreme weather events the UK experiences and why before focussing on a case study of an extreme weather event in the UK, exploring the causes, effects and responses. Students will consider what the future of Britain's weather may be like and why.</p>
Year 10 HT3	<p><u>Changing Economic World</u></p> <p>In this unit, students will explore the concept of development by considering how we classify and measure development before considering the causes and consequences of uneven development and the different strategies that may be used to reduce the development gap. Students will explore two contrasting case studies within this unit: Nigeria and the UK and consider how and why they are changing and the impacts of this socially, environmentally and economically.</p>
Year 10 HT4	
Year 10 HT5	<p><u>Resource Management in the UK - Water</u></p> <p>Students will look at the importance of resources: food, energy and water. They will look at how these resources are distributed around the world and their significance to people, both socially and economically. Students will explore the provision of these resources in the UK and how this has changed over time and the UK has adapted to this changing demand. Students will focus on water as a resource on a global scale and consider the impacts of inequality in its distribution and how this can be managed at a local scale and national scale to provide areas with the water they need.</p>
Year 10 HT6	<p><u>Physical landscapes in the UK - Coasts</u></p> <p>Students will finish the year by looking at another physical geography topic: coastal landscapes in the UK. Students will study the processes that shape our coastlines and the landforms these processes create. Students will then explore how our coastlines can be managed and will evaluate a coastal management scheme in the UK. As part of this unit, students will continue to develop their fieldwork skills through completion of their physical fieldwork at Walton on the Naze, allowing them the opportunity to apply knowledge to a real-life location.</p>
Year 11 HT1	<p><u>Physical landscapes in the UK - Coasts and Rivers</u></p> <p>Students will begin the year by exploring physical landscapes in the UK focussing on the processes that shape our coastlines and rivers and the different landforms these processes can create. Students will investigate a range of ways in which these environments can be managed and will evaluate a case study example of both coastal management and river management in the UK.</p>
Year 11 HT2	<p><u>Extreme Environments - Deserts</u></p> <p>Students will continue their studies on extreme environments but this time focusing on deserts. They will study the location distribution, climate and vegetation of hot deserts before focusing on the opportunities and challenges in the Thar desert. Students will look at the issue of desertification and consider both the human and physical causes of this before exploring a range of strategies being used to try to reduce desertification in the Sahel region.</p>
Year 11 HT3	<p><u>Issue Evaluation</u></p> <p>In this half term, students will start to consider their wider geographical knowledge synoptically and apply this to a specific area of the specification in order to make informed decisions about proposed schemes, evaluating their benefits and problems. They will need to consider this in terms of sustainability and scale as well as considering the social, economic and environmental impacts of any proposed schemes within the context of the case study.</p>
Year 11 HT4	<p><u>Fieldwork</u></p> <p>This half term, students will re-visit their two fieldwork case studies from both the human and physical environments considering the location, risks, data collection and data presentation methods used and their reliability and validity in making conclusions. Students will broaden their knowledge of a range of fieldwork skills and techniques and develop their application of this knowledge and skills to unseen fieldwork examples.</p>
Year 11 HT5	<p><u>Deeper Learning - Targeted Revision</u></p> <p>Within this half term, students will be looking in greater depth at case studies, taking a more synoptic approach in their evaluation of key ideas and themes across the human and physical topics.</p>