



# Geography

## CURRICULUM OVERVIEW – KS3/4

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### Curriculum Overview - Geography

Year group	Topic <i>Put in the order you will be studying them</i>	Key Words	Key Skills	Key Knowledge	Assessments	Cultural Capital	National Curriculum
7	Coasts (14 weeks)	Erosion Features Formation	Explanation of sequence Evaluating human intervention	The 4 types of weathering The process of Longshore Drift Types of waves and formation Different types of erosion Formation of stacks and stumps Hard and soft engineering	Exam based on Coastal features and controlling natural processes. Extended questions based on AO's	Happisburgh Letter to the council to persuade them to implement different protection methods	<b><u>AO1 - Locational knowledge</u></b> extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on focusing on their environmental regions, key physical characteristics, <b><u>A02 - Place Knowledge</u></b> understand geographical similarities, differences and

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							links between places through the study of physical geography <b><u>A03 - Human and physical geography</u></b> understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in: physical geography relating to: rocks, weathering and soils; weather and climate, and coasts
7	Map Skills (10 weeks)	Scale Key 4 an 6 figure grid references	4 figure and 6 figure grid references. Use of scale and key	Read and interpret maps. 4 and 6 figure grid references. Map contours and spot heights. Scale. Interpret a key.	Exam - OS Map creation using OS map symbols to create perfect OS Map.	Alien Hunt 6 figure reference hunt. Students walk around the school site, using OS Map skills to locate the different Aliens that have escaped.	<b><u>AO4 -Geographical skills and fieldwork</u></b> build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field interpret Ordnance

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							Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs
7	Where in the World (10 Weeks)	Natural increase Natural decrease Population Control Densely Sparsely	Describing patterns on global scale Evaluating control methods	Difference between sparse and dense population. Population distribution in the UK and around the world. Read and explain population pyramids. Case study examples of population control.	Exam based on our place in the World and Population controls. Extended questions based on AO's	Jelly Baby Game to understand how populations can change through a variety of factors through a game. China and Kerala to understand how different cultures and governments have acted in order to control population explosion	<b><u>A01 - Locational knowledge</u></b> extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, key physical and human characteristics, countries and major cities <b><u>A02 - Place Knowledge</u></b> understand geographical similarities, differences and



							<p>links between places through the study of human regions</p> <p><b><u>A03 - Human and physical geography</u></b></p> <p>understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in:</p> <p>human geography relating to:</p> <ul style="list-style-type: none"><li>population and urbanisation;</li><li>international development;</li><li>economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources</li></ul> <p>understand how human and physical processes interact to influence, and change landscapes, environments and</p>
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							<p>the climate; and how human activity relies on effective functioning of natural systems</p> <p><b><u>AO4 -Geographical skills and fieldwork</u></b></p> <p>build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs</p>
7	Weather and Climate (10 Weeks)	Measurements Rainfall Microclimates	Climate graphs Investigation	Difference between weather and climate. Measuring weather.	Exam based on our place in the World and Population controls. Extended questions based on AO's	Microclimates Investigation to understand the different reasons for differences in temperature, wind and shelter	AO1 - Locational knowledge extend their locational knowledge and deepen their spatial awareness of the

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				<p>Formation and differences of clouds. Differences in climate. Different weather conditions and causes. Create and interpret a climate graph. Different climatic zones. Climate in the UK. What is a microclimate?</p>		<p>throughout the school site.</p>	<p>world's countries focusing on their environmental regions, key physical and human characteristics, A02 - Place Knowledge understand geographical similarities, differences and links between places through the study of human and physical geography of a region A03 - Human and physical geography understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in: physical geography relating to: geological timescales and plate tectonics; rocks, weathering</p>
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							and soils; weather and climate, AO4 - <b><u>Geographical skills and fieldwork</u></b> use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.
8	Ecosystems Tropical Rainforests and Hot Deserts (14 Weeks)	Nutrient Cycle Deforestation Sustainable Adaptation	Investigating the challenges and opportunities deforestation faces Climate Graphs How flora/fauna overcomes challenges	World ecosystems locations and characteristics. Climate graphs, create and interpret. Nutrient cycle. Rainforest structure. Deforestation causes and impacts. Solutions to deforestation.	Exam based on Ecosystems and food chains. Extended questions based on AO's  Exam based on Tropical Rainforests and Hot Deserts and the opportunities and challenges they face. Extended questions based on AO's	Causes of deforestation looks into why the rainforest is being logged (for just local benefits) and how it can be managed sustainably to ensure there are global benefits. Hot Desert Adaptations investigates how animals have adapted to extreme challenges both	<b><u>AO1 - Locational knowledge</u></b> extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), focusing on their environmental regions, including polar and hot



				Desert location and characteristics. Animal adaptations. Opportunities in the desert.		behaviourally and physically	deserts, key physical characteristics, <b><u>A02 - Place Knowledge</u></b> understand geographical similarities, differences and links between places through the study of physical geography of a region within Africa, and of a region within Asia <b><u>A03 - Human and physical geography</u></b> understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in: physical geography relating to: weathering and soils; weather and climate, including the change in climate from the
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							<p>human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems</p> <p><b><u>AO4 -Geographical skills and fieldwork</u></b> build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely</p>
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							in the classroom and in the field interpret
8	Settlements (8 weeks)	Urban use Regeneration Shanty area	Positive and Negative multiplier effects of urban change Challenges stakeholders have when improving quality of life in HIC and LIC	Urban land use. CBD development. Urban change in Manchester. GMSF in Prestwich. Rural – Urban migration. Shanty towns and their challenges. Solutions and improvements in shanty towns.	Exam based on HIC’s and the challenges faced within them. Extended questions based on AO’s  Exam based on HIC’s and LIC’s and the challenges faced within them. Extended questions based on AO’s	What would you do in Prestwich looks at the challenges and opportunities faced through new housing developments by the council.  Shanty House Building gives pupils real life scenarios that can hinder their homes progress in this game.	<b><u>AO1 - Locational knowledge</u></b> extend their locational knowledge and deepen their spatial awareness of the world’s countries using maps of the world human characteristics, countries and major cities <b><u>AO2 - Place Knowledge</u></b> understand geographical similarities, differences and links between places through the study of human and physical geography of a region <b><u>AO3 - Human and physical geography</u></b> understand, through the use of detailed

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							<p>place-based exemplars at a variety of scales, the key processes in:</p> <p>physical geography relating to: weather and climate, hydrology and coasts</p> <p>human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources</p> <p>understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective</p>
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							functioning of natural systems <b><u>AO4 - Geographical skills and fieldwork</u></b> build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field
8	Earthquakes and Volcanoes (6 Weeks)	Convection currents Cause Effects Responses	Sequences of events Impacts of Planning, prevention and prediction on natural events.	Structure of the Earth. Plate tectonics and plate margins. Structure of a volcano. Case study of volcanic eruption. Causes of earthquakes. Earthquake PPP. Compare LIC and HIC earthquake effects.	Exam based on Volcanoes and the processes involved in plate tectonics. Extended questions based on AO's  Exam based on Volcanoes and Earthquakes and impacts on Humans. Extended questions based on AO's	Monserrat Decision making exercise looks at making the right decisions by the government at the right time.  The depth study of Japan and Haiti look at the contrasting implications of limited preparation, planning and prediction.	<b><u>AO1 - Locational knowledge</u></b> extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), focusing on their environmental regions, , key physical and human characteristics, countries and major cities

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**A02 - Place Knowledge**

understand geographical similarities, differences and links between places through the study of human and physical geography

**A03 - Human and physical**

**geography**

understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in:

physical geography relating to:

geological timescales and plate tectonics; rocks,

understand how human and physical processes interact to influence, and change landscapes, environments and



							<p>the climate; and how human activity relies on effective functioning of natural systems</p> <p><b><u>AO4 -Geographical skills and fieldwork</u></b></p> <p>build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs</p>
8	Tourism (6 weeks)	Economy Direct and Indirect Jobs Butlers Model Ecotourism	Evaluate the impact of tourism on social, economic and environmental scale	What is tourism? Types of tourists. Tourism models.	Exam based on keywords, Butler’s model, the positives and negatives of tourism and ecotourism	Creation of a sustainable tourist destination, and justifying these features	<p><b><u>AO1 - Locational knowledge</u></b></p> <p>extend their locational knowledge and deepen their spatial awareness of the</p>



				<p>Opportunities and challenges of tourism. Impacts of tourism. Sustainable tourism.</p>			<p>world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities</p> <p><b><u>A02 - Place Knowledge</u></b> understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia</p> <p><b><u>A03 - Human and physical geography</u></b></p>
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							<p>understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in:</p> <p>physical geography relating to:</p> <p>human geography relating to:</p> <p>population and urbanisation;</p> <p>international development;</p> <p>economic activity in;</p> <p>and the use of natural resources</p> <p>understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems</p>
9	Planet in Crisis (8 weeks)	Enhanced greenhouse effect Climate change	Investigate the impacts humans	Locally produced food vs Agribusiness.	Exam	Climate change pupils understand the local and global	<b><u>AO1 - Locational knowledge</u></b>

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		Emissions	have on environment. The long and short term implications climate change is having on the globe	Water management. Energy sources. Renewable vs non renewable energy. What is climate change? Causes of climate change. Global and national impacts of climate change. Mitigating and adapting to climate change. Educating on climate change.	Exam based on Climate change and how we can overcome the challenges this brings. Extended questions based on AO's	implications of little things, and the ways in which	extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world <b><u>A02 - Place Knowledge</u></b> understand geographical similarities, differences and links between places through the study of human and physical geography <b><u>A03 - Human and physical geography</u></b> understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in: physical geography relating to: weather and climate, including the change in climate
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							human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems
9	Rivers (6 Weeks )	Sequence Erosion Transportation Hard/Soft Engineering	Hydrographs Human and physical causes of flooding Formation of features Evaluate types of engineering	Drainage basins and characteristics. Erosion and transportation processes. Formation of waterfall and gorges.	Exam based on River's features and the formation of these. Extended questions based on AO's  Exam based on River's features and	Hard and Soft engineering pupils evaluate the different solutions to potential river flooding.	<b><u>AO1 - Locational knowledge</u></b> extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the

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				<p>Formation of meanders and ox-bow lakes.          What causes flooding.          Hydrographs, creating and interpreting.          Hard and soft engineering strategies.</p>	<p>the implementation of hard and soft engineering strategies.          Extended questions based on AO's</p>		<p>world key physical and human characteristics, countries and major cities  <u><b>A02 - Place Knowledge</b></u>          understand geographical similarities, differences and links between places through the study of human and physical geography  <u><b>A03 - Human and physical geography</b></u>          understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in:          physical geography relating to:          hydrology          human geography relating to:          population and urbanisation;          international</p>
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							development; and the use of natural resources understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems
9	Development Gap (7 weeks)	Development Indicators High Income Countries Low Income Countries Newly Emerging Economies Trade Aid	Factors that hinder and enhance development The differences in quality of life and standards of living between HIC and LIC Initiatives to reduce development Gap.	Development indicators. Limitations of development indicators. Choropleth mapping. Causes of uneven development. Consequences of uneven development. What is trade? Reducing the development gap – Aid,	Exam based on Development and how we this gap was caused from a variety of factors. Extended questions based on AO's  Exam based on development gap and how this can be reduced. Extended questions based on AO's	Trade Game pupils are shown how inequalities can hinder their own economic development. Reducing the Gap pupils evaluate the different ways HIC can assist LIC/NEE In developing on numerous scales.	<b><u>A01 - Locational knowledge</u></b> extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world key physical and human characteristics, countries and major cities <b><u>A02 - Place Knowledge</u></b>

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				fairtrade, Debt relief and tourism.			understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia <b><u>A03 - Human and physical geography</u></b> understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in: human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources
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							understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems
9	Globalisation (7 weeks)	Interdependence Exploitation TNC's Sweatshops	Sequence of how technology has progressed globally. Understand how companies ethics can be questioned and why	What is globalisation? Different job sectors. Changing industry. Investment in Nigeria. India's tax problem. What is infrastructure and why is it important? Oil production and impacts.	Exam based on Globalisation and the impact of TNC on countries. Extended questions based on AO's	Sweatshop pupils spend the lesson making low cost products in inhumane conditions to understand the issues surrounding exploitation.  Sweatshop Decision making exercise allows pupils to decide on their own, how to improve the lives of their own workers, through management of money.	<b><u>A01 - Locational knowledge</u></b> extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world, key physical and human characteristics, countries and major cities <b><u>A02 - Place Knowledge</u></b> understand geographical similarities, differences and

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							<p>links between places through the study of human and physical geography</p> <p><b><u>A03 - Human and physical geography</u></b></p> <p>understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in:</p> <p>human geography relating to:</p> <ul style="list-style-type: none"><li>population and urbanisation;</li><li>international development;</li><li>economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources</li></ul> <p>understand how human and physical processes interact to influence, and change landscapes, environments and</p>
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							the climate; and how human activity relies on effective functioning of natural systems
10	Living World (12 Weeks)	Adaptation Challenges Opportunities	Understanding of the challenge faced by flora, fauna and humans in extreme environments. Understanding of the opportunities provided by hot deserts and tropical rainforests for humans (such as tourism, industry and debt relief).	The concept of food chains and web and the impacts of changes within these. The location and characteristics of key biomes. Structure of rainforest Cause, effects and solutions deforestation Features and characteristics of Hot Deserts and Tropical Rainforests Adaptations of flora and fauna in Hot Deserts and Tropical Rainforests.	Mid Topic Exam Focus on Tropical Rainforest  End of Topic Exam Focus on Tropical Rainforest and Hot Deserts (Option)	Yellowstone National Park students learn the consequences of reintegration of a species into an area.  Thar Desert students learn the different opportunities that deserts can offer not just the challenges they possess.	Ecosystems exist at a range of scales and involve the interaction between biotic and abiotic components. Tropical rainforest ecosystems have a range of distinctive characteristics. Deforestation has economic and environmental impacts. Tropical rainforests need to be managed to be sustainable. Hot desert ecosystems have a range of distinctive characteristics. Development of hot desert environments creates opportunities and challenges.

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				Economic opportunities of the Thar Desert Causes, solutions to desertification			Areas on the fringe of hot deserts are at risk of desertification
10	Urban issues and challenges (12 Weeks)	Urban Change Overcoming Challenges High Income Countries Low Income Countries Newly Emerging Economies	Understanding the challenges and opportunities faced by residents of urban areas in both HIC and LIC/NEE.	<b>Manchester focus on:</b> Land Use models and how UK's population is distribution. The characteristics and impacts of international and national migration. Disparity in wealth can impact environmental urban conditions Urban regeneration Urban sprawl and its impacts on brown and greenfield Urban Greening	Mid Topic Exam Focus on Urban Change in HIC  End of Topic Exam Focus on Urban change in LIC/NEE and HIC	New Islington looks into the problems on a local scale and the improvements made by Urban Splash  Rio de Janeiro looks into how economic and social opportunities can be overcome through investment and access.	A growing percentage of the world's population lives in urban areas. Urban growth creates opportunities and challenges for cities in LICs and NEEs. Urban change in cities in the UK leads to a variety of social, economic and environmental opportunities and challenges. Urban sustainability requires management of resources and transport.



				<p>Integrated transport systems</p> <p><b>Rio De Janiero focus on:</b></p> <p>Differences in development for LIC/NEE/HIC</p> <p>Push and Pull factors and impact of these</p> <p>Social and economic challenges within Shanty Area.</p> <p>Solutions to challenges and their effectiveness</p> <p>Economic opportunities in NEE/LIC areas.</p>			
10	Fieldwork (8 Weeks)	Primary Secondary Estimate Validity	Understanding the concepts of Longshore Drift and human intervention and urban change moving footfall and how to prove/disprove	The stages of Fieldwork it's implementation, risk assessment, data presentation, data analysis The investigation of	End of Topic Exam Focus on unseen fieldwork and own investigation.	Liverpool Urban Change investigates how retail improvements can change the footfall and patterns of retail within a CBD. Rhyl Human Intervention investigates how	<ol style="list-style-type: none"> <li>1. Suitable question for geographical enquiry</li> <li>2. Selecting, measuring and recording data appropriate to the chosen enquiry</li> <li>3. Selecting appropriate ways of</li> </ol>

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			them in real life situations	Liverpool (including conclusions and evaluations) The investigation of Rhyl (including conclusions and evaluations)		Longshore Drift can be managed and controlled by groynes.	processing and presenting fieldwork data 4. Describing, analysing and explaining fieldwork data 5. Reaching conclusions 6. Evaluation of geographical enquiry
10	Resource Management (10 Weeks)	Management Sustainable Stress Surplus Deficit	Understand the increased requirement for careful management of resources (energy, water and food)	The UK's water, food and energy security The impact and solutions to use of Fossil fuels Fracking it's process, impacts and solutions Local and Regional Hydro-electric power	End of Topic Exam Focus on Resource Management overview and energy security (Option).	Intermediate and appropriate technology introduces students to how small affordable improvements in technology can advance rural areas significantly.	Food, water and energy are fundamental to human development. The changing demand and provision of resources in the UK create opportunities and challenges. Demand for energy resources is rising globally but supply can be insecure, which may lead to conflict. Different strategies can be used to increase energy supply.

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11	Natural Hazards (12 Weeks)	Cause Effect Responses Adaptation Mitigation	Understand the impact natural hazards (Climate change, Tectonic Hazards and Extreme Weather) cause to humans. Understand the sequences and creation of these natural hazards	The processes occurring at each plate boundary The formation, causes, effects and responses to Earthquake Case Study (Haiti) Mitigation and adaptation to the impacts of earthquakes, tropical storms and climate change The distribution of tropical storms, earthquakes and climate change. The formation, causes, effects and responses to Tropical Storm case study (Typhoon Haiyan) Extreme weather within	End of Topic exam based on Natural Hazards, including Climate change, tectonic hazards and Weather hazards.	Adaptation and Mitigation shows pupils how the UK and Peru are dealing with Climate change, with simplistic or large scale changes.  Istanbul Earthquake Proof Airport educates students on how technology and prediction for natural hazards can save lives  Beast from the East broadens pupils understanding of snow days to in the impact across the UK and responses that occurred	Natural hazards pose major risks to people and property. Earthquakes and volcanic eruptions are the result of physical processes. The effects of, and responses to, a tectonic hazard vary between areas of contrasting levels of wealth. Management can reduce the effects of a tectonic hazard. Global atmospheric circulation helps to determine patterns of weather and climate. Tropical storms (hurricanes, cyclones, typhoons) develop as a result of particular physical conditions. Tropical storms have significant effects on people and the environment.
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				the UK and their responses.			The UK is affected by a number of weather hazards. Extreme weather events in the UK have impacts on human activity Climate change is the result of natural and human factors, and has a range of effects. Managing climate change involves both mitigation (reducing causes) and adaptation (responding to change).
11	Rivers and Coastal Landscapes (12 Weeks)	Sequence Erosion Transportation Deposition Hard/Soft Engineering	Understand the sequence in formation of features (Stacks, Bar's, Spit's, Wave Cut Platforms). Understand the conflict created when managing these sensitive areas (through hard and soft engineering)	The transportational, erosional and depositional processes on coastal and fluvial landscapes Formation of Stacks, Longshore Drift and Sand Dunes	Mid Topic Exam Focus on River Landscapes in UK  End of Topic Exam Focus on Coastal Landscapes and River Landscapes in UK	River Tee's allows students to recognise key features and patterns across the long profile of a rivers course.  Lyme Regis evaluate the contrasting views of stakeholder when introducing management schemes	The coast is shaped by a number of physical processes. Distinctive coastal landforms are the result of rock type, structure and physical processes. Different management strategies can be used to protect coastlines from the



				<p>Case Study of Soft and Hard Engineering</p> <p>The characteristics of waves</p> <p>The characteristics of long and cross profile of a river</p> <p>The formation of ox-bow lakes, levees and floodplains</p> <p>Hydrographs and human/physical factors that increase flood risk</p> <p>The implementation and evaluation of Hard and Soft Engineering strategies</p>			<p>effects of physical processes.</p> <p>The shape of river valleys changes as rivers flow downstream.</p> <p>Distinctive fluvial landforms result from different physical processes.</p> <p>Different management strategies can be used to protect river landscapes from the effects of flooding.</p>
11	Changing Economic World (10 Weeks)	Industrial sector TNC Microfinance	Understand how different HIC/LIC/NEE areas have coped with changing	The consequences and causes of unequal development	End of Topic Exam Focus Changing Economic World.	Nigeria Case Study pupils investigate the opportunities and drawbacks to Transnational	There are global variations in economic development and quality of life.

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			<p>industrial structure. The UK's drive towards a post industrial economy and the infrastructure that is needed to accomplish this.</p>	<p>Strategies aimed at reducing the development gap The Demographic Transition model and the patterns observed across the world The importance of Nigeria and TNC's within them The UK's industrial framework, post modern economy and development of future infrastructure. The North-South Divide and effective strategies to overcome this.</p>		<p>Corporations within NEE areas.  North South Divide pupils understand the fundamental reasons why this imaginary line has occurring across the UK</p>	<p>Various strategies exist for reducing the global development gap. Some LICs and NEEs are experiencing rapid economic development which leads to significant social, environmental and cultural change. Major changes in the economy of the UK have affected, and will continue to affect, employment patterns and regional growth.</p>
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