



Academic Year <u>Year; 7</u>	Content. Unit title and brief outline of content.	Skills taught in each unit.	Assessment – what knowledge and skills will be assessed and how?
Rationale	<p>Introduce the basic skills which underpin Geography which are then built upon each year until consistency and fluency.</p> <p>Enquiry based skills – aims, data interpretation, conclusions and evaluations.</p> <p><i>Geography has a spiral curriculum for the skills taught. The first unit in year 7 establishes consistency with map skills, throughout the other units develops their enquiry based skills of interpretation, analysis, conclusions and evaluation. Basic numeracy and graphical skills are established and being able to interpret a range of resources e.g. photos, data, articles etc. Each year these skills are embedded and developed further showing more complexity</i></p>		
Autumn A	<p>MAP SKILLS – Grid references, contours, OS maps, distance and scale, routes, compass directions. Physical and Human features.</p>	<p>Atlas maps:</p> <ul style="list-style-type: none"> • use and understand coordinates – latitude and longitude • maps based on global and other scales may be used and students may be asked to identify and describe significant features of the physical and human landscape on them, relief <p>Ordnance Survey maps:</p> <ul style="list-style-type: none"> • use and interpret OS maps at a range of scales • use and understand coordinates , scale, distance and direction • use and understand gradient, contour and spot height • identify basic landscape features and describe their characteristics from map evidence 	<p>Exam paper based upon GCSE format with a range of 1 – 9 mark questions plus 3 marks for SPG. Focus mainly on interpreting OS maps.</p>
Autumn B – Spring A	<p>RIVERS /HYDROLOGY – drainage basins, water cycles, river processes and landform, hard and soft management strategies. Causes and impacts of flooding.</p>	<ul style="list-style-type: none"> • Annotating diagrams • Sketching features from photographs • Identifying river features on an OS map. • Evaluating, drawing conclusions. • Analysis 	<p>Exam paper based upon GCSE format with a range of 1 – 9 mark questions plus 3 marks for SPG. Incorporates a wide range of the skills and knowledge. Evaluate, analysis, annotating, OS map skills..</p>



			Oracy task – evaluating and drawing conclusions on river management strategies and flooding events.
Spring A – Spring B	INTERNATIONAL DEVELOPMENT – Development indicators, differing levels of development, small and large scale development projects, aid and trade.	<ul style="list-style-type: none"> • select and construct appropriate graphs and charts to present data, using appropriate scales – line charts, bar charts, • interpret and extract information from different types of maps, graphs and charts. • demonstrate an understanding of number, area and scale, 	Exam paper based upon GCSE format with a range of 1 – 9 mark questions plus 3 marks for SPG. Incorporates a wide range of the skills and knowledge. This includes, data analysis, evaluation and conclusions. Completing and analysis graphs and resources. Oracy task – speeches and presentations
Summer A	CARING FOR THE ENVIRONMENT – ecosystems, deforestation – causes and management, climate change causes and strategies.	<ul style="list-style-type: none"> • select and construct appropriate graphs and charts to present data, using appropriate scales – line charts, bar charts, • interpret and extract information from different types of maps, graphs and charts. • demonstrate an understanding of number, area and scale, Enquiry based skills- drawing conclusions, evaluation.	Exam paper based upon GCSE format with a range of 1 – 9 mark questions. Incorporates wide range of the skills and knowledge including. comparing graphs, completing graphs, analysis of resources and drawing conclusions. plus 3 marks for SPG. Oracy task.
Summer B	UK and Nigeria– a comparative study. Includes economic activity, physical and human characteristics, environmental regions, major cities. Including GLACIATION – in relation to the UK.	<ul style="list-style-type: none"> • select and construct appropriate graphs and charts to present data, using appropriate scales – line charts, bar charts, • interpret and extract information from different types of maps, graphs and charts. • demonstrate an understanding of number, area and scale, Atlas maps: <ul style="list-style-type: none"> • use and understand coordinates – latitude and longitude • maps based on global and other scales may be used and students may be asked to identify and describe significant features of the physical and human landscape on them, relief 	Exam paper based upon GCSE format with a range of 1 – 9 mark questions plus 3 marks for SPG. Incorporates a wide range of the skills and knowledge including annotating photos, identifying key features on OS maps and from images, analysis of resources. Identifying areas on maps. Mini project on Nigeria

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Academic Year <u>Year; 8</u>	Content. Unit title and brief outline of content.	Skills taught in each unit.	Assessment – what knowledge and skills will be assessed and how?
Rationale	Reinforces year 7 skills and builds upon them CARTOGRAPHIC SKILLS Consolidate cartographic skills relating to a variety of maps at different scales. •to identify and describe significant features of the physical and human landscape on them, eg population distribution, population movements, transport networks, settlement layout. NUMERICAL SKILLS <ul style="list-style-type: none"> • design fieldwork data collection sheets and collect data with an understanding of accuracy, sample size and procedures, control groups and reliability • draw informed conclusions from numerical data. 		
Autumn A – Autumn B	PLATE TECTONICS – theory of plate tectonics, earthquakes and volcanoes, case studies – impacts and mitigation strategies. Why people live in hazardous areas.	<ul style="list-style-type: none"> • Annotating diagrams • Sketching features from photographs • Enquiry based skills – analysis, evaluations and conclusions. 	Exam paper based upon GCSE format with a range of 1 – 9 mark questions plus 3 marks for SPG. Incorporates a wide range of the skills and knowledge – including analysis for resources and data, completing graphs, annotating diagrams and sketching. Assessing the extent of impacts, evaluating responses.
Autumn B – Spring A	POPULATION AND SETTLEMENT – Population distribution, density, population change and reasons for change. Population pyramids and DTM, government policies, shopping patterns, transports and management, land use models, urbanisation in LICs.	GRAPHICAL SKILLS <ul style="list-style-type: none"> • complete a variety of graphs and maps including population pyramids, choropleth maps, flow-line maps • Analysis of these graphs, drawing conclusions. 	Exam paper based upon GCSE format with a range of 1 – 9 mark questions plus 3 marks for SPG. Incorporates a wide range of the skills and knowledge. Including enquiry based skills – evaluating the success of population policies, comparing maps and graphs showing population data (e.g. pyramids, DTM).



			Oracy task – evaluating life in Kibera slums and the improvements made to people’s lives.
Spring A-Spring B	COASTS – waves, fetch, coastal processes and landforms. Soft and hard engineering strategies. Coastal erosion and flooding.	<ul style="list-style-type: none"> • Annotating diagrams • Sketching features from photographs • Identifying river features on an OS map. • use and interpret OS maps at a range of scales • use and understand coordinates , scale, distance and direction • use and understand gradient, contour and spot height • identify basic landscape features and describe their characteristics from map evidence 	Exam paper based upon GCSE format with a range of 1 – 9 mark questions plus 3 marks for SPG. Incorporates a wide range of the skills and knowledge. Extended writing / presentations on evaluating coastal management strategies and drawing conclusions. Including identifying features on OS maps and images. Annotating and sketching.
Spring B – Summer A	WEATHER HAZARDS - storms, hurricanes, tornadoes and wildfires.	<ul style="list-style-type: none"> • Graphical skills • Interpreting Satellite images • Atlas work – mapping techniques. • Annotating and sketching • Analysis and drawing conclusions. • Number, area and scale. 	Exam paper based upon GCSE format with a range of 1 – 9 mark questions plus 3 marks for SPG. . Incorporates a wide range of the skills and knowledge.
Summer B	LOCATIONAL GEOGRAPHY – independent project on a given country in Africa, Russia, ASIA (China and India), Middle East. Includes economic activity, physical and human characteristics, environmental regions, major cities.	<p>CARTOGRAPHIC SKILLS</p> <p>Consolidate cartographic skills relating to a variety of maps at different scales.</p> <ul style="list-style-type: none"> •to identify and describe significant features of the physical and human landscape on them, eg population distribution, population movements, transport networks, settlement layout. 	Project work / oracy task – enquiry based skills. Will include – analysis, evaluation, data presentation, drawing range of graphs. Atlas and map skills work to identify key features.

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Academic Year <u>Year; 9</u>	Content. Unit title and brief outline of content.	Skills taught in each unit.	Assessment – what knowledge and skills will be assessed and how?
Rationale	<i>Embeds all the skills at Year 7 and 8, as well as developing their enquiry skills through the fieldwork in Year 10 and Unit 3 Year 11. Bigger emphasis on statistical techniques, and more complex graphs and interpretations e.g. proportional.</i>		
Autumn A Autumn B	THE LIVING WORLD - ECOSYSTEMS Ecosystems, biomes, location of worlds biomes, Tropical rainforests and Hot deserts – characteristics, human activity and management.	Enquiry based skills <ul style="list-style-type: none"> • Drawing conclusions • Evaluating • Analysis of resources CARTOGRAPHIC SKILLS <ul style="list-style-type: none"> • Interpreting maps • Making inferences from maps • Interpreting satellite photographs and aerial photographs GRAPHICAL SKILLS <ul style="list-style-type: none"> • complete a variety of graphs and maps NUMERICAL SKILLS <ul style="list-style-type: none"> • demonstrate an understanding of number, area and scales, and the quantitative relationships between units • understand and correctly use proportion and ratio, magnitude and frequency • draw informed conclusions from numerical data. USE OF QUANTITATIVE AND QUALITATIVE DATA <p>Use of qualitative and quantitative data from both primary and secondary sources to obtain, illustrate, communicate, interpret, analyse and evaluate geographical information</p>	Exam paper based upon GCSE format with a range of 1 – 9 mark questions plus 3 marks for SPG. Incorporates a wide range of the skills and knowledge. Extended writing / presentations on evaluating management strategies and drawing conclusions. Including identifying features on OS maps and images. Annotating and sketching.



<p>Spring A Spring B</p>	<p>RESOURCES – Energy, water and food supplies with an in depth focus on water, water security, improving water supplies and water management.</p>	<p>ENQUIRY BASED SKILLS Set aims , analysis and evaluation of geographical enquiry</p> <p>CARTOGRAPHIC SKILLS</p> <ul style="list-style-type: none"> • analyse the inter-relationship between physical and human factors on maps • infer human activity from map evidence • use and interpret ground, aerial and satellite photographs <p>GRAPHICAL SKILLS</p> <ul style="list-style-type: none"> • complete a variety of graphs and maps <p>NUMERICAL SKILLS</p> <ul style="list-style-type: none"> • demonstrate an understanding of number, area and scales, and the quantitative relationships between units • draw informed conclusions from numerical data. <p>USE OF QUANTITATIVE AND QUALITATIVE DATA Use of qualitative and quantitative data from both primary and secondary sources to obtain, illustrate, communicate, interpret, analyse and evaluate geographical information</p>	<p>Exam paper based upon GCSE format with a range of 1 – 9 mark questions plus 3 marks for SPG. Incorporates a wide range of the skills and knowledge taught throughout the topic. Extended writing / presentations on evaluating management strategies and drawing conclusions.</p>
<p>Summer A</p>	<p>ENQUIRY BASED PROJECT – based upon local study.</p>	<ul style="list-style-type: none"> • Suitable question for geographical enquiry • Selecting, measuring and recording data appropriate to the chosen enquiry • Selecting appropriate ways of processing and presenting fieldwork data • Describing, analysing and explaining fieldwork data • Reaching conclusions • Evaluation of geographical enquiry 	<p>No exam but project will be assessed Any formal assessment will cover the topics previously taught in year 9 and follow same GCSE format.</p> <p>Projects will be marked similar to past GCSE projects – Aims, Methodology, Presentation, analysis, conclusion and evaluation.</p>
<p>Summer B</p>	<p>LIVING IN THE HUMAN ENVIRONMENT – RIO AND BRISTOL</p>	<p>ENQUIRY BASED SKILLS Analysis and evaluation of geographical enquiry</p>	<p>Exam paper based upon GCSE format with a range of 1 – 9 mark questions plus 3 marks for SPG. Incorporates a</p>



		<p>CARTOGRAPHIC SKILLS</p> <ul style="list-style-type: none"> • analyse the inter-relationship between physical and human factors on maps • use and interpret OS maps at a range of scales, including 1:50 000 and 1:25 000 and other maps appropriate to the topic • interpret cross sections and transects of physical and human landscapes • infer human activity from map evidence • use and interpret ground, aerial and satellite photographs <p>GRAPHICAL SKILLS</p> <ul style="list-style-type: none"> • complete a variety of graphs and maps – • use and understand gradient, contour and value on isoline maps <p>NUMERICAL SKILLS</p> <ul style="list-style-type: none"> • demonstrate an understanding of number, area and scales, and the quantitative relationships between units • understand and correctly use proportion and ratio, magnitude and frequency • draw informed conclusions from numerical data. <p>STATISTICAL</p> <ul style="list-style-type: none"> • describe relationships in bivariate data and be able to identify weaknesses in selective statistical presentation of data. <p>USE OF QUANTITATIVE AND QUALITATIVE DATA</p> <p>Use of qualitative and quantitative data from both primary and secondary sources to obtain, illustrate, communicate, interpret, analyse and evaluate geographical information</p>	<p>wide range of the skills and knowledge taught throughout the topic.</p>
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Academic Year <u>Year; 10</u>	Content. Unit title and brief outline of content.	Skills taught in each unit.	Assessment – what knowledge and skills will be assessed and how?
Rationale	<p><i>Embeds all the skills at KS 3 and 4 as well as developing their enquiry skills through the fieldwork in Year 10 and Unit 3 Year 11. Bigger emphasis on statistical techniques, and more complex graphs and interpretations e.g. proportional.</i></p> <p><i>Embeds all the skills at Year 7 and 8, as well as developing their enquiry skills through the fieldwork in Year 10 and Unit 3 Year 11. Bigger emphasis on statistical techniques, and more complex graphs and interpretations e.g. proportional.</i></p> <p><i>Below is the full range of skills that all must complete and be competent in by end of Year 11. Some of which are started in KS 3 and then built upon. Most completed by the end of year 10 and then revised in year 11.</i></p>		
Autumn A Autumn B	UNIT 2: URBAN ENVIRONMENTS – How world cities are growing, megacities, Social, economic and environmental opportunities and challenges in Rio. Planning for urban poor in Rio. Where do people live in the UK, Social and economic opportunities in Bristol. How can urban change affect the environment. Social inequality in Bristol and regeneration	ENQUIRY BASED SKILLS Set aims , data collection methods ,analysis and evaluation of geographical enquiry – THIS TOPIC IS USED FOR ONE DAY OF FIELDWORK. CARTOGRAPHIC SKILLS <ul style="list-style-type: none"> • analyse the inter-relationship between physical and human factors on maps • use and interpret OS maps at a range of scales, including 1:50 000 and 1:25 000 and other maps appropriate to the topic • interpret cross sections and transects of d human landscapes • infer human activity from map evidence •use and interpret ground, aerial and satellite photographs GRAPHICAL SKILLS <ul style="list-style-type: none"> • complete a variety of graphs and maps – • use and understand gradient, contour and value on isoline maps NUMERICAL SKILLS <ul style="list-style-type: none"> • demonstrate an understanding of number, area and scales, and the quantitative relationships between units 	Exam paper based upon GCSE format with a range of 1 – 9 mark questions plus 3 marks for SPG. Incorporates a wide range of the skills and knowledge taught throughout the topic. Presentations on evaluating management strategies and drawing conclusions. Assessments will include all GCSE topics studied to date.



		<ul style="list-style-type: none"> • design fieldwork data collection sheets and collect data with an understanding of accuracy, • understand and correctly use proportion and ratio, magnitude and frequency • draw informed conclusions from numerical data. <p>STATISTICAL</p> <ul style="list-style-type: none"> • use appropriate measures of central tendency, spread and cumulative frequency (median, mean, range, quartiles and inter-quartile range, mode and modal class) <p>USE OF QUANTITATIVE AND QUALITATIVE DATA</p> <p>Use of qualitative and quantitative data from both primary and secondary sources to obtain, illustrate, communicate, interpret, analyse and evaluate geographical information</p>	
<p>Spring A Spring B</p>	<p>UNIT 1: PHYSICAL LANDSCAPES IN THE UK Rivers - drainage basins, water cycles, river processes and landform, hard and soft management strategies. Causes and impacts of flooding, case studies and hydrographs. Coasts - waves, fetch, coastal processes and landforms. Soft and hard engineering strategies. Coastal erosion and flooding. Weathering and mass movement.</p>	<p>ENQUIRY BASED SKILLS Set collection methods ,analysis and evaluation of geographical enquiry THIS TOPIC IS USED FOR ONE DAY OF FIELDWORK – LOOKING AT CHANGING RIVER CHARACTERISTICS</p> <p>CARTOGRAPHIC SKILLS</p> <ul style="list-style-type: none"> • analyse the inter-relationship between physical and human factors on maps • use and interpret OS maps at a range of scales, including 1:50 000 and 1:25 000 and other maps appropriate to the topic • interpret cross sections and transects of physical • infer human activity from map evidence •use and interpret ground, aerial and satellite photographs <p>GRAPHICAL SKILLS</p>	<p>Exam paper based upon GCSE format with a range of 1 – 9 mark questions plus 3 marks for SPG. Incorporates a wide range of the skills and knowledge taught throughout the topic. Presentations on evaluating management strategies and drawing conclusions. Assessments will include all GCSE topics studied to date.</p>



		<ul style="list-style-type: none"> • use and understand gradient, contour and value on isoline maps <p>NUMERICAL SKILLS</p> <ul style="list-style-type: none"> • demonstrate an understanding of number, area and scales, and the quantitative relationships between units • design fieldwork data collection sheets and collect data with an understanding of accuracy, • draw informed conclusions from numerical data. <p>STATISTICAL</p> <ul style="list-style-type: none"> • use appropriate measures of central tendency, spread and cumulative frequency (median, mean, range, quartiles and inter-quartile range, mode and modal class) – ON FOELWORK • describe relationships in bivariate data and be able to identify weaknesses in selective statistical presentation of data. <p>USE OF QUANTITATIVE AND QUALITATIVE DATA</p> <p>Use of qualitative and quantitative data from both primary and secondary sources to obtain, illustrate, communicate, interpret, analyse and evaluate geographical information</p>	
<p>Summer A Summer B</p>	<p>UNIT 1: HAZARDS AND UNIT 3 WRITE UP</p> <p>Plate tectonics – Structure of the Earth, plate margins, earthquakes – causes, impacts and responses – LIC and HIC examples. Weather Hazards – Global atmospheric circulation model, hurricanes – causes, impacts and responses. Mitigation of hazards. Climate changes – causes, impacts and mitigation.</p>	<p>ENQUIRY BASED SKILLS</p> <p>,analysis and evaluation of geographical enquiry</p> <p>CARTOGRAPHIC SKILLS</p> <ul style="list-style-type: none"> • analyse the inter-relationship between physical and human factors on maps • use and interpret OS maps at a range of scales, including 1:50 000 and 1:25 000 and other maps appropriate to the topic • infer from map evidence 	<p>Exam paper based upon GCSE format with a range of 1 – 9 mark questions plus 3 marks for SPG. Incorporates a wide range of the skills and knowledge taught throughout the topic. Presentations on evaluating management strategies and drawing conclusions. Assessments will include all GCSE topics</p>



		<ul style="list-style-type: none"> • use and interpret ground, aerial and satellite photographs <p>GRAPHICAL SKILLS</p> <ul style="list-style-type: none"> • complete a variety of graphs and maps – • use and understand gradient, contour and value on isoline maps <p>NUMERICAL SKILLS</p> <ul style="list-style-type: none"> • demonstrate an understanding of number, area and scales, and the quantitative relationships between units • understand and correctly use proportion and ratio, magnitude and frequency • draw informed conclusions from numerical data. <p>STATISTICAL</p> <ul style="list-style-type: none"> • describe relationships in bivariate data and be able to identify weaknesses in selective statistical presentation of data. <p>USE OF QUANTITATIVE AND QUALITATIVE DATA</p> <p>Use of qualitative and quantitative data from both primary and secondary sources to obtain, illustrate, communicate, interpret, analyse and evaluate geographical information</p>	
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Academic Year <u>Year 11</u>	Content and rationale. Unit title and brief outline of content.	Skills taught in each unit.	Assessment – how will the knowledge and skills be assessed?
Rationale	<i>Embeds all the skills at KS 3 and 4 as well as developing their enquiry skills through the fieldwork in Year 10 and Unit 3 Year 11. Bigger emphasis on statistical techniques and Unit 3 pre released – drawing upon all skills</i>		
Autumn A	<p>COMPLETE UNIT 1: HAZARDS AND UNIT 3 WRITE UP</p> <p>Plate tectonics – Structure of the Earth, plate margins, earthquakes – causes, impacts and responses – LIC and HIC examples. Weather Hazards – Global atmospheric circulation model, hurricanes – causes, impacts and responses. Mitigation of hazards. Climate changes – causes, impacts and mitigation</p>	<p>ENQUIRY BASED SKILLS ,analysis and evaluation of geographical enquiry</p> <p>CARTOGRAPHIC SKILLS</p> <ul style="list-style-type: none"> • analyse the inter-relationship between physical and human factors on maps • use and interpret OS maps at a range of scales, including 1:50 000 and 1:25 000 and other maps appropriate to the topic • infer from map evidence • use and interpret ground, aerial and satellite photographs <p>GRAPHICAL SKILLS</p> <ul style="list-style-type: none"> • complete a variety of graphs and maps – • use and understand gradient, contour and value on isoline maps <p>NUMERICAL SKILLS</p> <ul style="list-style-type: none"> • demonstrate an understanding of number, area and scales, and the quantitative relationships between units • understand and correctly use proportion and ratio, magnitude and frequency • draw informed conclusions from numerical data. <p>STATISTICAL</p>	<p>Exam paper based upon GCSE format with a range of 1 – 9 mark questions plus 3 marks for SPG. Incorporates a wide range of the skills and knowledge taught throughout the topic.</p> <p>Presentations on evaluating management strategies and drawing conclusions.</p> <p>Assessments will include all GCSE topics</p>



		<ul style="list-style-type: none"> • describe relationships in bivariate data and be able to identify weaknesses in selective statistical presentation of data. <p>USE OF QUANTITATIVE AND QUALITATIVE DATA</p> <p>Use of qualitative and quantitative data from both primary and secondary sources to obtain, illustrate, communicate, interpret, analyse and evaluate geographical information</p>	
<p>Autumn B Spring A</p>	<p>UNIT 2: ECONOMIC DEVELOPMENT</p> <p>Uneven development, development indicators, reducing the development gap, aid, trade, tourism, health and education, debt relief. Economic development in Nigeria and the UK. TNCs, Business parks, Role of UK in the wider world.</p>	<p>ENQUIRY BASED SKILLS</p> <p>analysis and evaluation of geographical enquiry</p> <p>CARTOGRAPHIC SKILLS</p> <ul style="list-style-type: none"> • analyse the inter-relationship between physical and human factors on maps • use and interpret OS maps at a range of scales, including 1:50 000 and 1:25 000 and other maps appropriate to the topic • infer human activity from map evidence • use and interpret ground, aerial and satellite photographs <p>GRAPHICAL SKILLS</p> <ul style="list-style-type: none"> • complete a variety of graphs and maps – <p>NUMERICAL SKILLS</p> <ul style="list-style-type: none"> • demonstrate an understanding of number, area and scales, and the quantitative relationships between units • design fieldwork data collection sheets and collect data with an understanding of accuracy, • understand and correctly use proportion and ratio, magnitude and frequency • draw informed conclusions from numerical data. <p>STATISTICAL</p> <ul style="list-style-type: none"> • use appropriate measures of central tendency, spread and cumulative frequency 	<p>Exam paper based upon GCSE format with a range of 1 – 9 mark questions plus 3 marks for SPG. Incorporates a wide range of the skills and knowledge taught throughout the topic.</p> <p>Presentations on evaluating management strategies and drawing conclusions.</p> <p>Assessments will include all GCSE topics</p>



		<p>(median, mean, range, quartiles and inter-quartile range, mode and modal class)</p> <ul style="list-style-type: none"> describe relationships in bivariate data and be able to identify weaknesses in selective statistical presentation of data. <p>USE OF QUANTITATIVE AND QUALITATIVE DATA</p> <p>Use of qualitative and quantitative data from both primary and secondary sources to obtain, illustrate, communicate, interpret, analyse and evaluate geographical information</p>	
Spring B	REVISION AND UNIT 3 – pre-released in March and fieldwork paper.	Revision of all skills – plus the skills for Unit 3 pre-released from Mid March.	
Summer term: End of KS readiness for the 6th form	<p>Key Knowledge studied at KS4 that will be useful for the 6th form</p> <p><u>PHYSICAL GEOGRAPHY</u></p> <p>COASTAL ENVIRONMENTS – processes – erosion, transportation and deposition, associated landforms, weathering and mass movement, case studies of landforms, management – hard and soft engineering.</p> <p>RIVER/HYDROLOGY - drainage basins, water cycles, river processes and landform, hard and soft management strategies. Causes and impacts of flooding, case studies and hydrographs</p> <p>ECOSYSTEMS - Ecosystems, biomes, location of worlds biomes, Tropical rainforests and Hot deserts – characteristics, human activity and management.</p> <p>HAZARDS - Plate tectonics – Structure of the Earth, plate margins, earthquakes – causes, impacts and</p>	<p>Summary of the main core skills taught at KS4 that can be reactivated at KS5</p> <p>ENQUIRY BASED SKILLS</p> <p>Set aims , data collection methods ,analysis and evaluation of geographical enquiry</p> <p>CARTOGRAPHIC SKILLS</p> <ul style="list-style-type: none"> analyse the inter-relationship between physical and human factors on maps use and interpret OS maps at a range of scales, including 1:50 000 and 1:25 000 and other maps appropriate to the topic interpret cross sections and transects of physical and human landscapes infer human activity from map evidence use and interpret ground, aerial and satellite photographs <p>GRAPHICAL SKILLS</p> <ul style="list-style-type: none"> complete a variety of graphs and maps – choropleth, isoline, dot maps, desire lines, proportional symbols and flow lines 	



	<p>responses – LIC and HIC examples. Weather Hazards – Global atmospheric circulation model, hurricanes – causes, impacts and responses. Mitigation of hazards. Climate changes – causes, impacts and mitigation</p> <p><u>HUMAN GEOGRAPHY</u></p> <p>RESOURCES – Energy, water and food supplies with an in depth focus on water, water security, improving water supplies and water management.</p> <p>ECONOMIC DEVELOPMENT - Uneven development, development indicators, reducing the development gap, aid, trade, tourism, health and education, debt relief. Economic development in Nigeria and the UK. TNCs, Business parks, Role of UK in the wider world.</p> <p>URBAN ENVIRONMENTS – How world cities are growing, megacities, Social, economic and environmental opportunities and challenges in Rio. Planning for urban poor in Rio. Where do people live in the UK, Social and economic opportunities in Bristol. How can urban change affect the environment. Social inequality in Bristol and regeneration</p>	<ul style="list-style-type: none"> • use and understand gradient, contour and value on isoline maps <p>NUMERICAL SKILLS</p> <ul style="list-style-type: none"> • demonstrate an understanding of number, area and scales, and the quantitative relationships between units • design fieldwork data collection sheets and collect data with an understanding of accuracy, • understand and correctly use proportion and ratio, magnitude and frequency • draw informed conclusions from numerical data. <p>STATISTICAL</p> <ul style="list-style-type: none"> • use appropriate measures of central tendency, spread and cumulative frequency (median, mean, range, quartiles and inter-quartile range, mode and modal class) • describe relationships in bivariate data and be able to identify weaknesses in selective statistical presentation of data. <p>USE OF QUANTITATIVE AND QUALITATIVE DATA</p> <p>Use of qualitative and quantitative data from both primary and secondary sources to obtain, illustrate, communicate, interpret, analyse and evaluate geographical information</p>	
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