	HT1	HT2	HT3	HT4	HT5	HT6
Year 10 (KS4)	Theme: Resource	Theme: The living world (4	Theme: Urban issues and	Theme: Coasts (4 weeks plus	Theme: The challenge of	Theme: The challenge of
,	management (4 weeks)	weeks)	challenges (7 weeks)	1 weeks fieldwork prep)	natural hazards (6 weeks)	natural hazards (<mark>7 weeks-</mark>
	Topic description/Purpose;	Topic description/Purpose;		Topic description/Purpose;	Topic description/Purpose;	minus 2 weeks of mocks
	The aims of this unit are to	The aims of this unit are to	Topic description/Purpose;	The aims of this unit are to	The aims of this unit are to	and 2 weeks of work
	develop an understanding of	develop an understanding of		develop an understanding of	develop an understanding of	experience-= 3 weeks of
	the factors that produce a	the tectonic,	The aims of this unit are to	the tectonic,	the tectonic,	teaching time)
	diverse variety of human	geomorphological, biological	develop an understanding of	geomorphological, biological	geomorphological, biological	Topic description/Purpose;
	environments; the dynamic	and meteorological processes	the factors that produce a	and meteorological processes	and meteorological processes	The aims of this unit are to
	nature of these environments	and features in different	diverse variety of human	and features in different	and features in different	develop an understanding of
	that change over time and	environments, and the need	environments; the dynamic	environments, and the need	environments, and the need	the tectonic.
	place; the need for	for management strategies	nature of these environments	for management strategies	for management strategies	geomorphological, biological
	sustainable management; and	governed by sustainability and consideration of the direct and	that change over time and	governed by sustainability and consideration of the direct and	governed by sustainability and	and meteorological processes
	the areas of current and future challenge and opportunity for	indirect effects of human	place; the need for	indirect effects of human	consideration of the direct and	and features in different
	these environments.	interaction with the Earth and	sustainable management; and	interaction with the Earth and	indirect effects of human	
	Key piece/assessment;	the atmosphere.	the areas of current and future	the atmosphere.		environments, and the need
	Careers: All our students	Key piece/assessment;	challenge and opportunity for	Key piece/assessment;	interaction with the Earth and	for management strategies
	need access to these three	Rey piece/assessifient,	these environments.	Lesson 12. 'Hard engineering	the atmosphere.	governed by sustainability and
	key groups. Ideas around	Careers Throughout this unit	and divinorminants.	strategies are effective in	Key piece/assessment;	consideration of the direct and
	being a sustainable citizen	teachers should discuss the	Key piece/assessment;	protecting the coastline.' Do	Lesson 9 writing conclusion 9	indirect effects of human
	should help them to shape	many new job opportunities	Assess the possible	you agree with this. Write up	mark question.	interaction with the Earth and
	their future lives and the	linked to opportunities arising	challenges of urban growth in	from debate.	Career: Throughout this unit	the atmosphere.
	decisions they make. There	in eco-tourism and	Manchester (9).	Careers Throughout this unit	teachers should discuss the	Key piece/assessment;
	are lots of employment	sustainable forestry. A search	Wallerleder (5).	teachers should discuss the	many new job opportunities	Lesson 9 writing conclusion 9
	opportunities within this topic.	in INDEED will allow learners	PPE exam DC1	many new job opportunities	linked to opportunities arising	mark question.
	A search of Indeed will show	to see real jobs with links to	. , _ , _ , _ , _ , _ , _ , _ , _ , _ ,	linked to opportunities arising	in seismologists,	PPE exam: DC3
	the most up to date jobs in	conservation within the north	Careers: This topic is relevant	in coastal management in	volcanologists, engineers and	Career: Throughout this unit
	this field.	west and also on a global	to our learners as they all live	particular with the	architects. A search in	teachers should discuss the
	Enrichment opportunities:	scale. Learners are required	in urban areas. The unit	Environmental agency. A	INDEED will allow learners to	many new job opportunities
	Possible visit from Untied	to make an evaluative	allows them to think about	search in INDEED will allow	see real jobs with links to	linked to opportunities arising
	utilities or a trip to Rivington to	judgement relating to the risk	who the winners and losers	learners to see real jobs with	tectonics. Learners are	in seismologists,
	hear or see first-hand how our	to both tropical rainforests	are as these urban areas	links to coastal management	required to make an	volcanologists, engineers and
	local water supply is	(lesson 8) and cold	grow. Manchester is the	within the north west and also	evaluative judgement relating	architects. A search in
	management. A trip to a local	environments (lesson 14).	nearest city to Leigh and	on a global scale. Learners	to the impact of primary and	INDEED will allow learners to
	supermarket to discuss how	Learners should be	many of our students will	are required to make an		
	they source their food and a	encouraged to discuss what	either continue their education	evaluative judgement relating	secondary effects of an	see real jobs with links to
	contrasting visit to a local food	jobs would require them to	or gain employment in	to the effectiveness of	earthquake (lesson 9).	tectonics. Learners are
	market or farmer's shop.	look at evidence and make	Manchester. A search of	different types of coastal	Learners should be	required to make an
	_	decisions.	INDEED will show the jobs	management strategies	encouraged to discuss what	evaluative judgement relating
	Theme: The living world (3	Enrichment opportunities.	available within Manchester	(lesson 12 and 13). Learners	jobs would require them to	to the impact of primary and
	weeks)	Trip to Manchester Museum	but also involved in town	should be encouraged to	look at evidence and make	secondary effects of an
	Topic description/Purpose;	to view natural history section.	planning. This unit develops	discuss what jobs would	decisions.	earthquake (lesson 9).
	The aims of this unit are to	Invite Kirsten (DHG) back to	the learners' critical thinking	require them to look at		Learners should be
	develop an understanding of	talk about her time in the	by asking them to evaluate	evidence and make decisions.	Enrichment: Visits to natural	encouraged to discuss what
	the tectonic,	Falklands or Susan Porter		Enrichment opportunities.	history museum.	jobs would require them to
	geomorphological, biological	(KHF) to talk about her		Potential visit to Blackpool to		
	J	Antarctica visit.		view the range of coastal		

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.

Key piece/assessment; Assessment

Careers 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 iobs would require them to look at evidence and make decisions.

Enrichment opportunities.

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.

Enrichment sessions: Core skills- maps, maths, graphs.

Theme: Urban issues and challenges (3 weeks)

Topic description/Purpose;

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.

Key piece/assessment;

Assess the possible challenges of urban growth in Manchester (9).

Careers: 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

management strategies.

Topic description/Purpose; Students will be expected to:

apply knowledge and understanding to interpret, analyse and evaluate information and issues related to geographical enquiry
 select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings in relation to geographical enquiry.

Key piece/assessment;

Careers: 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 iobs would require them to evaluate and suggest improvements.

Enrichment opportunities: 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.

look at evidence and make decisions.

Enrichment: Visits to natural history museum.

Year 11 (KS4)	Theme: Changing Economic World (7 weeks) Topic description/Purpose; 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. Key piece/assessment; Careers: This topic investigates the different sectors of employment and how employment in the UK has and is still changing. Enrichment opportunities: Possible visit to Manchester to look at how employment changes have impacted the city landscape.	Theme: Changing Economic World (3 weeks) Topic description/Purpose; 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. Key piece/assessment; PPE exam DC 1 Careers: This topic investigates the different sectors of employment and how employment in the UK has and is still changing. Enrichment opportunities: Possible visit to Manchester to look at how employment changes have impacted the city landscape.	Theme: River environments (6 weeks) Topic description/Purpose; 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. Key piece/assessment; Assessment Careers 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.	Revision and exam preparation (5 weeks) Assessment: PPE exam DC2	Theme: Pre-release (3 weeks) Topic description/Purpose; 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. This is released 12 weeks before the exam. Fieldwork recap and exam practice (3 weeks)	Revision and exam preparation
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	Enrichment opportunities. Potential visit to Blackpool to view the range of coastal management strategies.		

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

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).