Ridgewood High School – Curriculum Overview.

SUBJECT : Geography

Year Group	The Key Skills to be developed are… *(Assessment Objectives?)*	The Key Knowledge that will be explored is…	This will be assessed by… *(Formative or Summative?)*
7	<u>Introduction to the UK</u> • The interpretation and understanding of OS maps (such as grid references, measuring distance and interpreting contour patterns) is fundamental to the study of geography at all levels. <u>Physical Landscapes in the UK</u> • Maps and photos – particularly OS and atlas maps – are useful to geographers in interpreting and understanding physical landscapes.	<u>Introduction to the UK</u> • The UK compromises the nations of England, Wales, Scotland and Northern Ireland. • Areas and places within the UK have their own distinctive characteristics. • The UK is part of the continent of Europe, one of the seven global continents surrounded by huge oceans. • The local environment is the ideal starting point for geographical study, providing opportunities for study and practical investigation. <u>Physical Landscapes in the UK</u> • The term 'landscape' comprises the physical, biological and human elements of a place or view. Landscapes are important in shaping people's lives. • Geology is a significant factor in the development of UK landscapes. • The physical geography of the UK is shaped by a range of processes including weathering, erosion and deposition. These processes are part of the rock cycle. • Distinctive processes and landforms are associated with rivers, coasts and mountains. • The physical landscape has a significant impact on patterns and processes in human geography, affecting human activity and settlement.	Summative end-of-unit assessment Summative end-of-unit assessment.
	<u>Weather and Climate in the UK</u> Interpreting climate graphs	<u>Weather and Climate in the UK</u> • The weather describes the day-to-day condition of the atmosphere whereas climate is the long-term average. • Aspects of the weather (such as temperature and precipitation) can be measured and recorded to enable forecasts to be made.	Summative end-of-unit assessment

	People of the UK • Population pyramids present data about population structure.	• Several factors affect the weather in the UK, such as the North Atlantic Drift ocean current. • Precipitation is a component of the water cycle, one of Earth's most important natural systems. • Urban areas create distinctive microclimatic conditions. • Despite experiencing a moderate climate, the UK occasionally experiences extreme weather events. • Whilst the UK experiences a temperate maritime climate, there are significant regional climatic variations. People of the UK • The UK has a diverse population and this has changed over time. • A census is taken every ten years to measure the UK population. • The UK has an ageing population and this presents opportunities and challenges. • There are seral reasons why Leicester has grown into a large city, e.g. transport links, farming, its relief and climate. • Leicester has several land uses that are typical of an urban area, e.g. transport, housing, industry, shops and open spaces. • There are different types of rural settlement, e.g. hamlet, village and commuter village.	Summative end-of-unit assessment
	Work, Rest and Play Decision-making exercises	Work, rest and play in the UK • The UK has four employment sectors; primary, secondary, tertiary and quaternary. • The number of people employed in these job sectors has changed over time. • There have been changes in the way the population communicates and travels around the UK. • The planned HS2 rail development has advantages and disadvantages. • People in the UK now have more leisure time. • People in the UK watch sport or participate in sporting activities. • Football is a good example of the process of globalisation.	Summative end-of-unit assessment

8	Our physical world Comparing maps Our Unequal World Scattergraphs	Our physical world • Latitude and longitude are used to locate aspects of global physical geography, such as mountains, rivers, seas and oceans. • Underwater landforms such as the Mid-Atlantic Ridge and the Mariana Trench support the theory of plate tectonics. • The cause and location of earthquakes is largely determined by plate mechanisms. Earthquakes can trigger devastating tsunamis. • Most volcanoes are located at plate margins. There are a variety of hazards associated with volcanic eruptions, such as the eruption of Kilauea, Hawaii in 2018. • Across the world, people experience extreme weather events. The pattern of global climate reflects latitude, the distribution of land and sea and ocean currents. The Asian monsoon is a significant annual weather event that affects the lives of millions of people. • Hurricanes can be accurately tracked and forecasts made to help prepare people. Our unequal world • Some countries are rich, while others are poor. • Differences in levels of development can be measured by development indicators, such as GNI (gross national income) per capita, literacy rate and birth rate. • Some countries struggle to develop because of their location, their lack of natural resources or human capital, and their colonial history. • A lack of water can prevent development in many ways. • People might migrate to another country to escape inequality, such as poverty. • Some countries have a lack of food security, leading to famine. • Some countries have good food security, leading to overnutrition and obesity. • People's health and access to healthcare varies around the world. • Trade between countries can be unfair when HICs (high-income countries) buy from LICs (low-income countries). Our living world	Summative end-of-unit assessment Summative end-of-unit assessment

		• Bamboo is one of the world's most versatile and sustainable plants. • Breakfast cereals provide staple food crops for people all over the world. Their journey 'from field to plate' (measured in food miles) generates employment and income for millions of people. • Ecosystems involve complex interrelationships between living organisms and the natural environment. Global ecosystems (biomes) reflect climate zones. • The Mediterranean biome extends around the Mediterranean Sea and occurs in isolated pockets elsewhere in the world. Plants and animals have developed special adaptations to cope with the hot dry summers. • Coral reefs are an important but fragile ecosystem. They bring many benefits yet are under serious threat from human activity and climate change. • Russia comprises a range of biomes, from tundra in the far north to semi-desert in the far south. Satellite images can show the characteristics of these biomes.	
	<u>Our living world</u> Maps and Satellite images <u>Focus on Africa</u>	<u>Our living world</u> • Bamboo is one of the world's most versatile and sustainable plants. • Breakfast cereals provide staple food crops for people all over the world. Their journey 'from field to plate' (measured in food miles) generates employment and income for millions of people. • Ecosystems involve complex interrelationships between living organisms and the natural environment. Global ecosystems (biomes) reflect climate zones. • The Mediterranean biome extends around the Mediterranean Sea and occurs in isolated pockets elsewhere in the world. Plants and animals have developed special adaptations to cope with the hot dry summers. • Coral reefs are an important but fragile ecosystem. They bring many benefits yet are under serious threat from human activity and climate change. • Russia comprises a range of biomes, from tundra in the far north to semi-desert in the far south. Satellite images can show the characteristics of these biomes.	Summative end-of-unit assessment

	Cross-sections	<u>Focus on Africa</u> • Africa has a diversity of landscapes, biomes, populations and resources. • Africa was colonised by European countries but is now independent. • The Sahara Desert is very hot and dry. It is so big that it spreads across serval countries. • Some areas of Africa are at risk from desertification. • Nigeria has four different biomes: desert, rainforest, tropical savannah and semi-arid savannah. • Around half of Nigeria's population live in rural areas and the other half in urban areas. • Nigeria has both challenges and opportunities for development. • Cross-sections can show the relief of land and its features.	Summative end-of-unit assessment
	<u>World cities</u> Choropleth maps and proportional symbols	<u>World cities</u> • Urbanisation occurs due to natural increase and rural-urban migration. • There are reasons why cities develop in particular places. • Rural-urban migration has occurred rapidly in China, with consequences for China's rural and urban areas. • Megacities are the world's largest cities and have a number of challenges and opportunities. • Squatter settlements may develop in LIC cities due to rapid urbanisation. • Living in squatter settlements has opportunities and challenges. • Cities must become sustainable in order to address their challenges.	Summative end-of-unit assessment
9	<u>Global Issues:</u> Maps and satellite Photos	<u>Global issues</u> • Plastic is a versatile and inexpensive product with many uses. However, it is environmentally indestructible and a major pollutant of the world's oceans, causing damage to natural ecosystems. • Natural climate change has been happening throughout the Earth's history. However, since the 1950s there has been a dramatic increase in	Summative: End of Unit assessment

	<u>Challenges & Opportunities in the UK</u> GIS skills Use, interpret and complete diagrams Use, interpret and complete line graphs Use and understand numerical data	global temperatures which scientists believe is linked to human activity such as burning fossil fuels and deforestation. • International tourism is growing rapidly. While providing an important source of income and employment, the environment is under threat. Sustainable practices are being adopted to address this issue. • Wilderness - 'wild' - areas are natural environments that are largely undisturbed by people. They are important for wildlife, filter and store water and provide opportunities for recreation. • The Antarctic is considered the last true wilderness. It is highly valued for its scientific research and is becoming more a more popular tourist destination. <u>Challenges & Opportunities in the UK</u> • Some people live in poverty in the UK. • There are many things being done in the UK to reduce homelessness and help those in poverty. • The UK's water supply is not always sufficient to meet the demand. • New reservoirs can be built to ensure water security, but this can be controversial. • The UK has 'reduce, reuse and recycle' strategies to manage household waste. • Air pollution has serious environmental, economic and social impacts in the UK. • The UK is trying to reduce car use by promoting cycling and public transport. • The UK's energy production has changed over time. • The UK must find ways to use more renewable energy sources. GIS is an important mapping tool for geographers.	Summative: End of Unit assessment
	<u>Glaciers</u>	<u>Glaciers</u> • Understand the physical extent of the ice sheet in Britain 20,000 years ago. • Identify and explain the global distribution of glaciers today. • Understand how glaciers move. • Explore the processes by which glaciers erode the landscape. • Understand and explain how glaciers create a variety of erosional landforms.	Summative: End of Unit assessment Summative: End of Unit assessment

	Russia	• Practice four-figure and six-figure grid references to identify glacial landforms. • Interpret contour lines on an OS map to identify glacial landforms. • Understand and explain the economic opportunities in glaciated landscapes. • Evaluate the impact of a proposed economic development in a glaciated landscape. <u>Russia</u> • Describe the location of Russia including physical and human features. • Understand the differences between rural and urban Russia. • Explore the Chernobyl event to understand the causes and impacts. • Discover Sakha, Russia's biggest region and the opportunities and challenges faced	Summative: End of Unit assessment
	<u>Middle East</u>	<u>Middle East</u> • Describe the location of the Middle East Region. • Understand the physical geography of Afghanistan including the climate of the Middle East. • Compare the lives of those living in rural and urban areas of the Middle East focusing on quality of life and the factors affecting this. • Explore the history of wars in Afghanistan and this about the legacy they have in present times. • To understand the influence of the drugs trade on Afghanistan including the impact on war and terrorism. • To predict what the future holds for Afghanistan.	Summative: End of Unit assessment
10	<u>Natural Hazards - Tectonics</u> *Geographical:* describing patterns, interpreting maps *Maths skills:* presenting data using an appropriate	<u>Tectonic Hazards</u> • Earthquakes and volcanic eruptions are the result of physical processes. • Plate tectonic theory. • Global distribution of earthquakes and volcanic eruptions and their relationship to plate margins.	Formative: Throughout unit. Summative: End of Unit assessment.

	graphical technique, numerical calculation *Literacy:* writing for an audience, descriptive writing.	• Earthquakes and volcanic eruptions are the result of physical processes. • Physical processes taking place at different types of plate margin (constructive, destructive and conservative) that lead to earthquakes and volcanic activity. • The effects of, and responses to, a tectonic hazard vary between areas of contrasting levels of wealth. • Primary and secondary effects of a tectonic hazard. • Immediate and long-term responses to a tectonic hazard. • Use named examples to show how the effects and responses to a tectonic hazard vary between two areas of contrasting levels of wealth. • Management can reduce the effects of a tectonic hazard. • Reasons why people continue to live in areas at risk from a tectonic hazard. • How monitoring, prediction, protection and planning can reduce the risks from a tectonic hazard.	

	<u>The Urban World</u>
	Geographical: Map, graph and photo interpretation, describing a trend.
	
	Maths skills: numerical calculation.
	
	Literacy: writing for an audience.
		<u>The Urban World</u>
		• A growing percentage of the world's population lives in urban areas.
		• The global pattern of urban change.
		• Urban trends in different parts of the world including HICs and LICs.
		• Factors affecting the rate of urbanisation – migration (push-pull theory), natural increase.
		• The emergence of megacities.
		• Urban growth creates opportunities and challenges for cities in LICs and NEEs.
		• A case study of a major city in an LIC or NEE to illustrate:
		    ○ The location and importance of the city, regionally, nationally and internationally.
		    ○ Causes of growth: natural increase and migration.
		    ○ How urban growth has created opportunities.
		    ○ How urban growth has created challenges.
		• Urban growth creates opportunities and challenges for cities in LICs and NEEs.
			Formative: Throughout unit.
			Summative: End of Unit assessment.

		• An example of how urban planning is improving the quality of life for the urban poor.	
	<u>Weather Hazards</u> *Geographical:* drawing and annotating diagrams and sketches, describing and explaining patterns, extracting information from a map, interpreting graphs and describing patterns, empathy, map and photo interpretation, evaluating, interpreting OS map extracts, using 6-figure grid references, interpreting aerial photos, using OS maps to interpret aerial photos. *Maths skills:* estimating percentages from a pie chart, analysing data. *Literacy:* text comprehension	<u>Weather Hazards</u> • Global atmospheric circulation helps to determine patterns of weather and climate. • General atmospheric circulation model: pressure belts and surface winds. • An understanding of the relationship between tropical storms and general atmospheric circulation. • Tropical storms (hurricanes, cyclones, typhoons) develop as a result of particular physical conditions. • Global distribution of tropical storms (hurricanes, cyclones, typhoons). • Causes of tropical storms and the sequence of their formation and development. • The structure and features of a tropical storm. • How climate change might affect the distribution, frequency and intensity of tropical storms. • Tropical storms have significant effects on people and the environment. • Primary and secondary effects of tropical storms. • Use a named example of a tropical storm to show its effects and responses. • How monitoring, prediction, protection and planning can reduce the effects of tropical storms. • The UK is affected by a number of weather hazards. • An overview of types of weather hazard experienced in the UK. • Extreme weather events in the UK have impacts on human activity. • An example of a recent extreme weather event in the UK to illustrate: causes/social, economic and environmental impacts/how management strategies can reduce risk. • Evidence that weather is becoming more extreme in the UK.	Formative: Throughout unit. Summative: End of Unit assessment.
	<u>Climate Change</u> *Geographical:* describing patterns and trends,	<u>Climate Change</u>	Formative: Throughout unit.

	interpreting graphs and data, interpreting satellite images, summarising geographical information to describe and explain, drawing an annotated diagram, photo interpretation.
	
	Maths skills: presenting data as a pie chart.
	
	Literacy: writing for an audience, descriptive writing.
	
	<u>Urban Change – Bristol continuation and consolidation</u>
	Geographical: Map, graph and photo interpretation, evaluation, OS map skills.
	
	Maths skills: estimating percentages from a pie chart, analysing data.
	
	Literacy: writing for an audience, descriptive writing.
		• Climate change is the result of natural and human factors, and has a range of effects.
		• Evidence for climate change from the beginning of the Quaternary period to the present day.
		• Overview of the effects of climate change on people and the environment.
		• Possible causes of climate change: natural factors – orbital changes, volcanic activity and solar output.
		• Possible causes of climate change: human factors – use of fossil fuels, agriculture and deforestation.
		• Managing climate change involves both mitigation (reducing causes) and adaptation (responding to change).
		• Managing climate change: mitigation – alternative energy production, carbon capture, planting trees, international agreements.
		• Managing climate change: adaptation – change in agricultural systems, managing water supply, reducing risk from rising sea levels.
		
		<u>Urban change – Bristol (continuation and consolidation)</u>
		• Urban change in cities in the UK leads to a variety of social, economic and environmental opportunities and challenges.
		• Case study of a major city in the UK – Bristol – to illustrate:
		  ○ The location and importance of the city in the UK and the wider world - reasons for importance.
		  ○ Impacts of national and international migration on the growth and character of the city.
		  ○ How urban change has created opportunities – social, economic and environmental.
		  ○ How urban change has created challenges – social inequalities, environmental
		• An example of an urban regeneration project (Bristol Temple Quarter) to show:
		  ○ Reasons why the area needed regeneration
		  ○ The main features of the project.
			Summative: End of Unit assessment.
			
			Formative: Throughout unit.
			Summative: End of Unit assessment.

	<u>Sustainable urban development –Freiburg</u>
	Geographical: classifying, photo interpretation, interpreting information from graphs.
	
	Literacy: descriptive writing.
	
	<u>Physical landscapes of the UK</u>
	Geographical: map skills, using an atlas map, drawing a cross-section, describing patterns, photo interpretation.
	
	Literacy: descriptive writing
	
	<u>River landscapes</u>
	Geographical: drawing labelled diagrams, drawing a cross-profile, describing changes in a river and its valley, photo interpretation, graph interpretation, annotated sketch drawings, drawing a sequence of
		<u>Sustainable urban development – Freiburg</u>
		• Urban sustainability requires management of resources and transport.
		• Features of sustainable urban living:
		  ○ Water and energy conservation
		  ○ Waste recycling
		  ○ Creating green space
		• How urban transport strategies are used to reduce traffic congestion.
		
		<u>Physical landscapes of the UK</u>
		• The UK has a range of diverse landscapes.
		• An overview of the location of major upland/lowland areas and river systems.
		
		<u>River landscapes</u>
		• The shape of river valleys changes as rivers flow downstream.
		• The long profile and changing cross profile of a river and its valley.
		• Fluvial processes:
		  ○ Erosion: hydraulic action, abrasion, attrition, solution, vertical and lateral erosion.
		  ○ Transportation: tractions, saltation, suspension and solution.
		  ○ Deposition: why rivers deposit sediment.
			Formative: Throughout unit.
			Summative: End of Unit assessment.
			
			Formative: Throughout unit.
			Summative: End of Unit assessment.

	diagrams, labelling a photo, reading and interpreting OS maps, classification, empathy, decision-making.
	
	Literacy: descriptive writing,
		• Distinctive fluvial landforms result from different physical processes.
		• Characteristics and formation of landforms resulting from erosion – interlocking spurs, waterfalls and gorges.
		• Characteristics and formation of landforms resulting from erosion and deposition – meanders and ox-bow lakes.
		• Characteristics and formation of landforms resulting from deposition - levées, floodplains and estuaries.
		• An example of a river valley in the UK – River Tees – to identify its major landforms of erosion and deposition.
		• Different management strategies can be used to protect river landscapes from the effects of flooding.
		• How physical and human factors affect the flood risk – precipitation, geology, relief and land use.
		• The use of hydrographs to show the relationship between precipitation and discharge.
		• The costs and benefits of the following management strategies:
		  ○ hard engineering – dams and reservoirs, straightening, embankments, flood relief channels.
		  ○ Soft engineering – flood warnings and preparation, flood plain zoning, planting trees and river restoration.
		• An example of a flood management scheme in the UK – Banbury - to show:
		  ○ Why the scheme was required
		  ○ The management strategy
		  ○ The social, economic and environmental issues.	

11	<u>The development gap</u> *Geographical:* photo interpretation, map interpretation, describing patterns, interpreting data, drawing scattergraphs, describing data sets, drawing an annotated	<u>The development gap</u> • There are global variations in economic development and quality of life. • Different ways of classifying parts of the world according to their level of economic development and quality of life. • Different economic and social measures of development: gross national income (GNI) per head, birth and death rates, infant mortality, life expectancy, people per doctor, literacy rates, access to safe water, Human Development Index (HDI). • Limitations of economic and social measures.	Formative: Throughout unit. Summative: End of Unit assessment.

	diagram, interpreting population pyramids, describing shapes and patterns, interpreting graphs and bar charts, describing trends, evaluation, describing a process, drawing an annotated map, present data using an appropriate graphical technique, map skills, using an atlas, graph interpretation.
	
	Literacy – descriptive writing
	
	<u>Nigeria: a Newly-Emerging Economy</u>
	
	Geographical: map interpretation, describing location, evaluation, interpreting data, interpretation, interpreting pie charts, drawing and interpreting flow-line graphs, choosing an appropriate form of graphic presentation to show given data, classification,
		• Link between stages of the Demographic Transition Model and the level of development.
		• Causes of uneven development: physical, economic and historical.
		• Consequences of uneven development: disparities in weath and health, international migration.
		• Various strategies exist for reducing the global development gap.
		• An overview of the strategies used to reduce the development gap: investment, industrial development and tourism, aid, using intermediate technology, fair trade, debt relief, microfinance loans.
		• An example of how the growth of tourism in an LIC or NEE helps to reduce the development gap.
		
		<u>Nigeria: A Newly-Emerging Economy</u>
		• Some LICs and NEEs are experiencing rapid economic development which leads to significant social, environmental and cultural change.
		• A case study of one LIC or NEE (Nigeria) to illustrate:
		  ○ The location and importance of the country, regionally and globally
		  ○ The wider political, social, cultural and environmental context within which the country is placed
		  ○ The changing political and trading relationships with the wider world
		  ○ The changing industrial structure
		  ○ The balance between different sectors of the economy
		  ○ How manufacturing industry can stimulate economic development.
		  ○ The role of transnational corporations (TNCs) in relation to industrial development
		  ○ Advantages and disadvantages of TNCs to the host country.
		  ○ International aid: types of aid, impacts of aid on the receiving country.
		  ○ The environmental impacts of economic development.
			Formative: Throughout unit.
			Summative: End of Unit assessment.

	interpreting a divided bar graph, describing a trend, *Maths:* drawing a bar graph *Literacy:* writing for an audience <u>Ecosystems – Tropical rainforests & Hot deserts</u> *Geographical:* photo interpretation, extracting information from diagrams, interpreting maps, describing patterns, drawing a labelled map, describing patters of distribution, drawing a climate graph, drawing an illustrated diagram, evaluation, interpreting graphs, drawing a pie chart from given data, summarising information, drawing a labelled map, using an atlas, interpreting a climate graph, classifying, drawing an annotated sketch. *Maths:* accurate presentation of given data,	○ Economic development on quality of life for the population. <u>Ecosystems</u> • Ecosystems exist at a range of scales and involve the interaction between biotic and abiotic components. • An example of a small-scale ecosystem to illustrate the concept of interrelationships within a natural system, an understanding of producers, consumers, decomposers, food chain, food web and nutrient cycling. • The balance between components. The impact on the ecosystem of changing one component. • An overview of the distribution and characteristics of large scale natural global ecosystems. <u>Tropical rainforests</u> • Tropical rainforest ecosystems have a range of distinctive characteristics, • The physical characteristics of a tropical rainforest. • How plants and animals adapt to the physical conditions. • Issues related to biodiversity. • Deforestation has economic and environmental impacts. • Changing rates of deforestation. • A case study of a tropical rainforest – Malaysia – to illustrate: ○ Causes of deforestation – subsistence and commercial farming, logging, road building, mineral extraction, energy development, settlement, population growth. ○ Impacts of deforestation – economic development, soil erosion, contribution to climate change. • Tropical rainforests need to be managed to be sustainable. • Value of tropical rainforests to people and the environment. • Strategies used to manage the rainforest sustainably – selective logging and replanting, conservation and education, ecotourism and international agreements about the use of tropical hardwoods, debt reduction. <u>Hot deserts</u> • Hot desert ecosystems have a range of distinctive characteristics.	Formative: Throughout unit. Summative: End of Unit assessment.

	drawing a pie chart from given data.
	
	Literacy: writing for an audience, writing a report.
	
	<u>Resource Management – Water</u>
	
	Geographical: map and graph interpretation, describing patterns, comparing patterns, evaluation.
		• The physical characteristics of a hot desert.
		• The interdependence of climate, water, soils, plants, animals and people.
		• How plants and animals adapt to the physical conditions.
		• Issues related to biodiversity.
		• Development of hot desert environments creates opportunities and challenges.
		• A case study of a hot desert – Thar or Sahara - to illustrate:
		  ○ Development opportunities in hot desert environments: mineral extraction, energy, farming and tourism.
		  ○ Challenges of developing hot desert environments: extreme temperatures, water supply and inaccessibility.
		• Areas on the fringe of hot deserts are at risk of desertification.
		• Causes of desertification – climate change, population growth, removal of fuel wood, overgrazing, over-cultivation and soil erosion.
		• Strategies used to reduce the risk of desertification – water and soil management, tree planting and using appropriate technology.
		
		<u>Resource management</u>
		• Food, water and energy are fundamental to human development.
		• The significance of food, water and energy to economic and social well-being.
		• An overview of global inequalities in the supply and consumption of resources.
		• The changing demand and provision of resources in the UK create opportunities and challenges.
		• An overview of resources in relation to the UK. WATER:
		  ○ The changing demand for water
		  ○ Water quality and pollution management
		  ○ Matching supply and demand – areas of deficit and surplus
		  ○ The need for transfer to maintain supplies
		
		<u>Glaciated landscapes</u>
		• Ice was a powerful force in shaping the physical landscape of the UK.
			Formative: Throughout unit.
			Summative: End of Unit assessment.

	Maths: calculating percentages, numerical calculation, <u>Glaciated Landscapes</u> *Geographical:* describing a physical process, photo interpretation, drawing a labelled diagram, drawing a labelled sketch from a photo, classifying, OS map skills, using grid references, locating and identifying landforms on a 1:50,000 OS map, using OS maps to interpret photos, evaluation, decision making, team working, empathy, *Maths:* calculating percentages, numerical calculation. *Literacy:* descriptive writing, reflective learning, writing for an audience, creative thinking, evaluation, team working, effective participation, producing a presentation. <u>The changing UK economy</u>	• Maximum extent of ice cover across the UK during the last ice age. • Glacial processes: freeze-thaw weathering, erosion, movement and transportation, deposition. • Distinctive glacial landforms result from different physical processes. • Characteristics and formation of landforms resulting from erosion – corries, arêtes, pyramidal peaks, truncated spurs, glacial troughs, ribbon lakes and hanging valleys. • Characteristics and formation of landforms resulting from transportation and deposition – erratics, drumlins, types of moraine. • An example of an upland area in the UK affected by glaciation to identify its major landforms of erosion and deposition. • Glaciated upland areas provide opportunities for different economic activities and management strategies can be used to reduce land use conflicts. • An overview of economic activities in glaciated upland areas – tourism, farming, forestry and quarrying. • Conflicts between different land uses, and between development and conservation. • An example of a glaciated upland area in the UK used for tourism to show: the attractions for tourists; social, economic and environmental impacts of tourism; strategies used to manage the impact of tourism. <u>The changing UK economy</u> • Major changes in the economy of the UK and effects upon employment patterns and regional growth. • Causes of economic change in the UK: de-industrialisation and decline of traditional industrial base, globalisation and government policies. • Economic futures in the UK: moving towards a post-industrial economy, development of information technology, service industries, finance, research, science and business parks.	Formative: Throughout unit. Summative: End of Unit assessment. Formative: Throughout unit. Summative: End of Unit assessment.

	Geographical: interpreting graphs, describing trends, photo interpretation, classification, photo interpretation, map interpretation, OS map skills, map interpretation, evaluation, drawing an annotated map, describing patterns, decision-making, ranking, atlas skills, classifying using a matrix, drawing scattergraphs and proportional bars. *Maths:* drawing a pie chart from given data, presenting data using an appropriate graphical technique, using numerical data, presenting numerical data. *Literacy:* summarising information, writing for an audience, descriptive writing.	• Economic futures in the UK: impacts of industry on the physical environment, an example of how modern industrial development can be more environmentally sustainable (Torr Quarry, Somerset). • Economic futures in the UK: social and economic changes in the rural landscape in one area of population growth and one area of population decline. • Economic futures in the UK: improvements and new developments in road and rail infrastructure, port and airport capacity. • Economic futures in the UK: the north-south divide and strategies in an attempt to resolve regional differences. • Economic futures in the UK: the place of the UK in the wider world. Links through trade, culture, transport, and electronic communication. Economic and political links. The European Union (EU) and Commonwealth.	
	Mock Exam revision/completion Fieldwork skills (TBC)	TBC when mocks arranged. TBC when fieldwork reapplied to exam series.	

	Pre-Release Booklet	March 2022	
	Final Revision		