Temperance Term

W/C	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	
Area of Study	**Introduction**		**Geographical skills**					
Key Objective	**Know the strands and themes that make up the subject.**		**Representing the world**	**Be able to use OS Maps**				
Core Learning	Know what resources we use in studying geography. Understand some of the skills and qualities needed to become good geographers.		What are Maps and how have they changed? Latitude & longitude	Different Map Projections What are OS Maps?	Using Grid references Measuring distance	Using Compasses How do we show height on a map?	Maps or Satellite images? How do we use maps to write directions?	HALF TERM
Opportunities for Challenge	Evaluate the importance of geographical skills			Consider the political and social reasons for different map projections.	Evaluating the importance of Maps and Aerial imagery			
Assessment	Baseline test		Live Marking in class (formative)				Skills assessment	

W/C	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	
Topic	**Geology**						
Key Objective	How does Geology affect the UK	The Rock cycle & weathering	The uses of rocks	Geology of the peak district	Landforms in Limestone areas	Sustainability of Quarrying	
Core Learning	The link between geology and upland and lowland areas of the UK. Geology has influenced the distribution of the population and certain industries (e.g. farming) in the UK	Through weathering, erosion and large earth movements, rocks are recycled over millions of years. Several processes drive the rock cycle including transportation, deposition, compaction etc.	The different characteristics of sedimentary (for example, limestone, sandstone, and shale), metamorphic (for example, slate and marble), and igneous rock (for example, basalt and granite).	Where is the Peak District? What is the Peak district like? What is the geology of the Peak district?	A close look at the Peak district. Limestone landscapes contain underground landforms & Limestone pavements e.g. Treak Cliff Cavern near Castleton, Derbyshire.	A close look at Hope quarry in the Peak district. Quarrying can be made more sustainable by only blasting at certain times, replanting trees, community projects etc.	CHRISTMAS

			Different rocks can be used for different purposes.				
Challenge		Consideration of how different climates may affect the process			Evaluation of the significance of these landforms as an economic asset.		
Assessment	Live marking in class (formative)					Unit assessment	

Justice Term

W/C	Week 14	Week 15	Week 16	Week 17	Week 18	Week 19	
Topic	**Rivers**						
Key objective	**Importance of rivers and the drainage basin as a system**	**To know how the river drainage basin system work & Features of a river**	**Understand erosion transportation and the creation of landforms**	**Know the causes of flooding and how it can be managed**	**Understand the impacts of and responses to Flooding in the UK**	**Understand the impacts of and responses to Flooding in LICs**	
Core learning	Rivers are a key feature of the Earth's natural landscape. Rivers are important for industry, settlement, farming, energy etc. A drainage basin is an area of land drained by a river and its tributaries. Drainage basins include features such as a source, tributaries, confluences, mouth, watershed..	The river basin system is the part of the hydrological cycle at local scale. The systems consist of inputs, flows/ transfers, stores, and outputs. Rivers change from source to mouth. Rivers have 3 courses. Each course has distinct features.	There are four types of erosion. There are four types of transportation. Waterfalls form in the upper course of rivers, due to vertical erosion. . Meanders are horseshoe bends in rivers. Meanders form due to processes of lateral erosion and Deposition Floodplains are found in the lower course of rivers. Floodplains and levees form due to deposition.	Physical factors cause floods e.g. relief of land, rock type etc. Human factors cause floods e.g. deforestation, urbanisation etc. Hard engineering can prevent the flood risk. Soft engineering can prevent the flood risk.	UK flood event in Tewkesbury, Gloucester as an example. The cause, effect, and responses to a UK flood event. Decision making based upon the best strategy to prevent future flooding in the area.	The cause of flooding in Bangladesh. The effects of flooding in Bangladesh. How people have adapted to live with the flood risk in Bangladesh.	HALF TERM
Challenge		Consider how hydrological factors could affect flood risk		Evaluate the relative significance of different factors.			
Assessment	Live marking in class (formative)					Unit test	

W/C	Week 20	Week 21	Week 22	Week 23	Week 24	Week 25	
Topic	**Glaciers**						
Key objective	**Know how glaciers form and the pattern of ices ages over the quaternary period.**	**How glacial landscapes are formed by erosion**	**How glacial landscapes are formed by deposition**	**Understand the impacts of glacial retreat**	**Know the opportunities and challenges in glacial landscapes**	**Know how glacial landscapes are managed**	EASTER

Core learning	There have been global temperature fluctuations over time, between inter-glacial (warmer) periods and glacial (cooler) periods. Glaciers advance and retreat depending on climatic Conditions Abrasion, plucking and freeze-thaw weathering are processes of erosion in glacial landscapes. Glaciers move by rotational slip downhill and erode small hollows in mountain sides into corries.	Arêtes are steep ridges created between two corries. Pyramidal peaks are pointed mountain peaks formed when three or more back-to-back glaciers erode a mountain. Glacial troughs are also known as u-shaped valleys and form when a glacier erodes a v-shaped valley. Glacial troughs have flat bottoms and steep sides. Hanging valleys and ribbon lakes are features of glacial troughs.	Glaciers carry till and erratics as they advance, then deposit them in places when they retreat. The three types of moraine are terminal, medial and lateral.	Climate change is the main cause of glacial retreat. In the past 150 years, global temperatures have increased by approximately 0.9°C. Glacial retreat is causing several negative impacts such as an increase in natural hazards, rising global sea levels and placing many plants and animals in glacial environments at risk.	The glacial landscape provides many opportunities including tourism, farming, mining, and forestry. Footpath erosion, noise, and air pollution, purchasing of second homes and the rising prices in shops are negative impacts that can create conflict between stakeholders.	There are several ways that the challenges of human activity in the Lake District are being managed. These include: Go Lakes travel scheme, new affordable homes being built, footpath management and limitations on water sports.	
Challenge				Evaluate the significance of the differing impacts			
Assessment	Live marking in class (formative)					Unit test	

Courage Term

W/C	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	
Topic	**Introduction to development**			**Africa**			
Key objective	**What is development**	**How do we measure development?**	**Africa – how does it compare to the UK**	**Introducing Africa**	**Understand the key features of Africa's Human Geography**	**Know the key features of Africa's Physical Geography**	
Core learning	The improvement in the standard of living for a country's population. Development covers a range of different elements e.g. social, economic, political etc. Countries can be classified as developing, emerging or developed. HDI scores can be mapped to show the distribution of development levels at different scales.	Development indicators allow us to measure development across and between countries. There are a range of indicators which can be used e.g. life expectancy, access to safe water, doctors per 1000, infant mortality, GDP per capita, HDI etc.	Using the measures of development to compare standard of living and quality of life between the UK and Africa (DRC)	Africa is a continent, not a country Locate where it is, relative to the other continents & point it out on a map of the world Understand it's importance by size and population Challenge perceptions of Africa.	Look at the History of Africa as a continent Consider the impacts of colonialism on Africa's Development Describe and explain how Africa's population is distributed.	Know the key physical features of Africa including: • Relief • Rivers • Deserts • Lakes • Biomes • Climate	HALF TERM
Challenge		Evaluate the effectiveness of different measures of development			Is neo-colonialism happening?		
Assessment	Live marking in class (formative)		Unit test	Live marking in class (formative)			

W/C	Week 32	Week 33	Week 34	Week 35	Week 36	Week 37	
Topic	**Africa**			**Kenya**			
Key objective	Understand the importance of the River Nile	Understand the impacts and responses to tectonic activity in the DRC		What is Kenya like?	What are the issues of urbanisation in Kenya?	How can issues of urbanisation in Kenya be managed?	SUMMER

Core learning	The River Nile in Africa is the longest river in the world. The Nile travels through 11 African countries, and is important because it provides water, industry and power through the continent. Spectacular landforms including Murchison Falls. Its floodplain/ delta supports 39 million people in Egypt The conflict between Egypt and Ethiopia over the Grand Renaissance Dam.	Mount Nyiragongo is in the Democratic Republic Congo, in the East African Rift Valley. The volcano is very active and has erupted 32 times since 1982. Goma is a densely populated city located close to Mount Nyiragongo. Previous eruptions have led to fertile soil for farming. The primary and secondary effects of the disaster. The immediate and long-term responses.		The population distribution. The main cities and physical features of Kenya. Economic development in Kenya.	Nairobi is the capital and the largest city of Kenya. The opportunities and challenges of life in Nairobi.	The different strategies used to improve the sustainability of Nairobi.	
Challenge	Evaluate the wider impacts of water conflict (Three Gorges, Euphrates/Tigris)					Evaluate the effectiveness of different management strategies.	
Assessment	Live marking in class (formative)		End of year assessment	Live marking in class (formative)			