

Levenshulme High School – Curriculum Map – Geography

		Term 1		Term 2		Term 3	
No. of Weeks		E.g. 8	7	6	6	5	7
Year 7	Topic Title and NC link	Introduction to Geography	Map skills	Tectonics	Energy	Tsunami	Weather and Climate
	<i>Pupils should know... (Core knowledge and concepts to learned)</i>	<p>Types of Geography: the difference between physical and human geography and how to annotate photographs.</p> <p>Dubai: the location of Dubai, how it has developed and the challenges of living in Dubai and how these can be overcome using sustainable buildings.</p> <p>Mumbai: what life is like for the poorest people in Mumbai.</p>	<p>Global Features: the world's continents and oceans.</p> <p>Atlas work: how to use an atlas effectively to find countries and other helpful information.</p> <p>Map Skills: 4 and 6 figure grid references, contours and scale to understand places shown on a map.</p> <p>Locational knowledge: how to describe the location of places at different scales.</p> <p>Field Work Investigation: You will complete your own fieldwork investigation within the school grounds.</p>	<p>Structure of the Earth: the layers of the earth and the 3 types of plate margins.</p> <p>Volcanoes: structure of a volcano, the different types of volcanoes, an example of a volcanic eruption and the advantages and disadvantages of living near a volcano.</p> <p>Earthquakes: causes of earthquakes, the Richter Scale, an example of an earthquake and how to build earthquake proof buildings to protect people.</p>	<p>Energy Use: how we use energy and the types of energy we use.</p> <p>Renewable and Non-Renewable Energy: examples of each energy type, the advantages and disadvantages of each type of energy.</p> <p>BP Oil Spill: an example of an environmental disaster linked to our use of resources and energy.</p> <p>Climate Change: causes and effects of climate change.</p> <p>The Future: how energy sources can be used more sustainably.</p>	<p>Formation: the stages involved in the formation of a tsunami.</p> <p>Indian Ocean Tsunami: the causes, effects and responses to the Indian Ocean tsunami of 2004.</p> <p>Recent Tsunamis: research into more recent tsunami events. Work as a team to deliver your own 'news round' presentation.</p>	<p>Forecasts: How the weather is measured, the instruments used and how it is reported in the media.</p> <p>Rainfall and clouds: Being able to identify, describe and distinguish between types of precipitation and cloud.</p> <p>Climate graphs: students practice drawing and interpreting climate graphs for the UK.</p> <p>LHS micro-climate: Students plan, carry out and evaluate a piece of fieldwork in the school grounds.</p>
	<i>Pupils should be able to do... (Skills being developed)</i>	Interpret photographs Annotate photographs. Annotate diagrams.	Grid Reference Use and Atlas correctly Describe locations using maps on different scales.	Sequencing of the physical processes that cause an earthquake. Make a model of an earthquake	Make connections with wider, important Geographical themes such as	Be able to sequence the physical processes of a Tsunami. Research and ICT skills.	Data collection, and interpretation of data. Students will develop their skills of interpreting

		Describe locations using maps on different scales. Use accurate Geographical language.	Read an OS Map. Understand how to plan a fieldwork investigation.	proof building, allowing students to demonstrate their design technology skills. Analysing media accounts of natural events. Annotated sketches. Categorising impacts and responses.	sustainability and climate change. Analyse media articles. Analyse a range of data presentation; focus here on pie charts and bar charts.	ICT presentation skills. Co-operative learning. Oracy.	thematic maps. Students will also learn to draw, label and read a climate graph. Descriptions and explanations.
	<i>Why are we doing this now? How does it build on prior learning and prepare for knowledge and learning still to come?</i>	This topic provides learners with a conceptual understanding of the subject of Geography. This is important as some learners have not been exposed to Geography in Primary school. By studying contrasting urban places and the changes that occur in these cities, learners develop an awareness how the world is not the same for everyone.	This topic prepares learners for the rest of their Ks3 curriculum journey by introducing them to key geographical skills and techniques. It teaches them study skills that can help locating places on a national and global scale. These skills are introduced early on, so the learners can apply them in subsequent topics.	Students need to explore how the physical world has evolved on a global scale. Learners can activate their prior knowledge and schema from primary school as this is also a popular topic as Ks1 and Ks2. By introducing plate boundaries and different types of volcanoes, learners understanding of Tectonics can be broadened and misconceptions can be corrected.	This human geographical topic enables learners to acquire an early understanding of the Climate Emergency, one of the most pressing contemporary challenges of our time. Learners can make cross-curricular links to Science and English. Learners require an early understanding of the importance of protecting our planet from further harm and need to develop their climate agency.	Studying a popular weather hazard in detail promotes learners' curiosity and their sense of awe and wonder. It enables learners to understand the important geographical concept of causes, effects and responses. It highlights the importance of interrelationships between the human and the physical world.	This topic builds on learners' prior knowledge of climate and enables them to establish a contrasting definition of weather and the different types of weather that are prevalent in the UK. The climate in HT6 is term is best suited for a microclimate investigation that allows learners to develop their geographical enquiry skills.
	Topic Title and NC link	Africa	Ecosystems	Ecosystems Continued	Water, Water Everywhere	Global Fashions	China
Year 8	<i>Pupils should know...</i>	Africa as a continent: the	World Biomes: the different	Tropical Rainforest: the	Rivers: location of the main rivers	Fashion Industry: how and where our	Urban/rural: Students will

<p><i>(Core knowledge and concepts to learned)</i></p>	<p>countries within Africa, the differences across the continent and challenging stereotypes. Conflict: the reasons for conflict in some African countries and the impacts of conflict on Africa including child soldiers. HIV/AIDS: comparison of HIV rates in African countries and the effect on people lived. Trade: the resources Africa trades with the world, the impact of global trade and Fairtrade.</p>	<p>biomes and the characteristics of each. Taiga: the location and climate of the Taiga and how the wolf has adapted to this ecosystem.</p>	<p>location and climate of the tropical rainforest, the layers of the rainforest and how plants have adapted to this ecosystem. Palm Oil: uses of palm oil, where it is grown and the social, economic and environmental advantages and disadvantages of palm oil.</p>	<p>across 3 scales, the characteristics of the 3 courses of a river and the formation of a waterfall. Flooding: what is flooding and the causes and effects, investigation of the local flood risk and how this is managed using Didsbury flood warnings Jan 2021 as a case study. Resource: the importance of water, uneven access to water around the world and the problems associated with a lack of water.</p>	<p>clothes are made, the impacts of the fashion industry on people, the economy and the environment and the changes that are needed to reduce the negative impacts, changes to the UK's fashion industry. Globalisation: the meaning of globalisation and the drivers of these changes, Nutella as an example of globalisation and the advantages and disadvantages of globalisation.</p>	<p>investigate China from both a Human and Physical Geography perspective. Map work will locate the main cities, rivers and neighbouring countries. Population: identify areas of differing population densities and illustrate the development of the Three Gorges Dam. Case study: Students will investigate living and working conditions in China's factories, pollution and its effects on the environment, as well as how China governs its people.</p>
<p><i>Pupils should be able to do... (Skills being developed)</i></p>	<p>Choropleth maps Recognise and describe distributions and patterns. Interpreting a range of sources Use of numerical and statistical data Use and interpret photographs.</p>	<p>Climate graphs. Recognise and describe distributions and patterns. Using the internet to research. Analysis of media sources. Use of numerical and statistical data</p>	<p>Climate graphs. Recognise and describe distributions and patterns. Using the internet to research. Analysis of media sources. Use of numerical and statistical data</p>	<p>Sketching landforms, labelling and annotating diagrams, data manipulation and analysis of case study data. Identifying river features on an OS map</p>	<p>Empathy Interpreting a range of sources. Analysis and evaluation of social, economic and environmental impacts. Analysis of media sources (Stacey</p>	<p>Location on maps, identification of features in photos, diagrams and maps. Choropleth mapping. Explanation of physical and human processes and how these alter the</p>

			Creating revision resources – mind maps.	Creating revision resources – mind maps.		Dooley documentary).	landscape. Annotation of diagrams. Use of case study facts. Accurate use of specialist terminology.
<i>Why are we doing this now? How does it build on prior learning and prepare for knowledge and learning still to come?</i>	After completing the year 7 schemes of work, year 8 students are ready to study more challenging concepts, over a larger scale. This is the first human topic studied in year 8 and provides students the opportunity to develop their core analytical skills developed in year 7. Studying Africa will introduce students to the concepts of distribution and inequality that are a feature of later KS3 schemes of work.	A physical topic now follows the previous human topic of Africa. This topic builds on the prior learning of climate but moves the focus to world biomes rather than just the UK. By investigating the Taiga and Rainforest biomes this provides students with the knowledge and skills of how natural environments work as an ecosystem and how living organisms adapt. This knowledge will be built upon later when looking at the rainforest as an ecotourist destination in year 9 and later at GCSE when studying deserts.	A physical topic now follows the previous human topic of Africa. This topic builds on the prior learning of climate but moves the focus to world biomes rather than just the UK. By investigating the Taiga and Rainforest biomes this provides students with the knowledge and skills of how natural environments work as an ecosystem and how living organisms adapt. This knowledge will be built upon later when looking at the rainforest as an ecotourist destination in year 9 and later at GCSE when studying deserts.	Studying rivers provides students with another opportunity to examine physical processes after plate tectonics in year 7. This also builds upon the concept of resources examined in the energy and Africa scheme of work. It will provide students with a more in-depth understanding of river processes and the impact on the land. This will provide context for students in other topics of glaciers and coasts.	We now switch to another human scheme of work. This topic is important to help students examine how their own actions are contributing to others around the world. Students build upon the idea of sustainability covered in year 7 and focus on changing our own behaviours. This also prepares students for the year 9 topics of population and development by examine the increased demand for goods linked to wealth.	This topic draws together human and physical knowledge from year 8 and allows students to study one country in-depth. This builds on the concepts covered throughout year 8 and begins to offer students an insight into population and economic world studies in preparation for year 9.	
Topic Title and NC link	Tourism	Extreme Weather	Population	Rivers	Glaciers	Economic world	

<p>Year 9</p>	<p><i>Pupils should know... (Core knowledge and concepts to learned)</i></p>	<p>Tourism: the growth of tourism and the importance of tourism. UK Tourism: the advantages and disadvantages of tourism to the UK. Extreme Tourism: the growth of extreme tourism and the impacts and management strategies of tourism in Antarctica. Ecotourism: the sustainable features of ecotourism.</p>	<p>Extreme Weather: the meaning of natural hazards and extreme weather. Tornadoes: distribution, formation, an example of a tornado to study the effects and responses, mitigation strategies and the accuracies portrayed in the movie Twister. Climate Change: the human and physical causes of climate change and an investigation into the extreme weather of the UK in 2018 linked to climate change.</p>	<p>Population change: World population growth, factors that affect population change, the development of countries over time and the use of population pyramids to interpret population structure. Favelas: the growth of favelas, characteristics and the strategies that can be use dot improve people’s quality of life in favelas. Coping with Population Change: China’s One Child policy including the advantages and disadvantages, how to deal with the issues associated with an ageing population. Migration: the role of migration in</p>	<p>Rivers: location of the main rivers across 3 scales, the characteristics of the 3 courses of a river and the formation of a waterfall. Flooding: what is flooding and the causes and effects, investigation of the local flood risk and how this is managed using Didsbury flood warnings Jan 2021 as a case study. Resource: the importance of water, uneven access to water around the world and the problems associated with a lack of water.</p>	<p>Glacial processes: the processes which shape glaciated landscapes, including forms of erosion, transportation and deposition. Glacial landforms: The landforms shaped by erosion and deposition and sequencing the formation of these landforms. Including corries, glaciated valleys, erratics and moraine. Avalanches: Study why avalanches occur and the triggers of why it happens. This is followed by a case study of the Montroc avalanche, exploring the specific causes, effects and responses. Additionally, we explore how avalanches can be mitigated further developing our understanding of how Montroc has</p>	<p>Development Gap: 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. 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:</p>
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				population change, ethnic segregation and an example of global migration		avoided deadly avalanches since. Mapping glaciers Use the knowledge gained throughout KS3 on map skills to apply specifically in identifying glacial features in the UK, e.g. corries, glaciated troughs, hanging valleys.	disparities in wealth and health, international migration.
<i>Pupils should be able to do... (Skills being developed)</i>	Interpreting photographs Annotating photographs. Use of numerical and statistical data Describing locations using maps on different scales. Infer human activity from map evidence. Develop an extended written argument.	Interpreting photographs Analysing news articles Use of numerical and statistical data – presented in a range of ways. Describing locations using maps on different scales. Infer human activity from map evidence. Develop an extended written argument.	Draw and interpret population pyramids. They will begin to assess population data including census data and use this as evidence in written work. Students will also revisit choropleth mapping skills and drawing bar charts.	Sketching landforms, labelling and annotating diagrams, data manipulation and analysis of case study data. Identifying river features on an OS map	Sequence physical processes, sketching landforms, annotating diagrams. Evaluating management strategies.	Analysis of DTM, including being able to sketch it. Evaluation of development indicators. Analysis of numerical and statistical data. Explanations of uneven development – cause and consequence.	
<i>Why are we doing this now? How does it build on prior learning and prepare for</i>	Tourism is a big part of our everyday lives and something many take for granted. By studying this topic, it allows the	Extreme weather is becoming far more prevalent around the world, dominating headlines due to the impact that	The world's population is growing exponentially creating a host of impacts globally. By studying this	Due to lockdown in 2020 this topic is being included in year 9 as a catch up. Studying rivers provides students with another	At GCSE the students are required to look at the formation of coastal and river process, taught in a similar order as that	This topic provides an opportunity to secure students knowledge of core concepts for human geography based around levels of	

	<i>knowledge and learning still to come?</i>	students to investigate the impacts (both positive and negative) that this has globally. By studying it a Year 9 it allows the students to have a mature understanding of what tourism is (and likely to have had their own experiences) whilst now being able to challenge misunderstanding. The skills developed by analysing and evaluating this will be invaluable at GCSE.	climate change has had. By studying the topic, it allows the students to explore what climate change is and the impact it has on extreme weather. Additionally, the students look at tornadoes gaining a sound grasp of the sequence of physical geography processes and the impacts caused. Combined the topic gives the students a solid understanding of some of concepts that can be applied to studying different natural hazards at GCSE and climate change which underpins much of the course.	topic, it allows the student to explore these in more detail, develop their understanding of why this is happening and exploring different people/cultures globally. The topic also explores a number of issues which are prevalent to the lives of Levenshulme students, notably migration and ethnic segregation. By studying the topic in Year 9 it will develop the foundations needed to explore human geography at GCSE.	opportunity to examine physical processes after plate tectonics in year 7. This also builds upon the concept of resources examined in the energy and Africa scheme of work. It will provide students with a more in-depth understanding of river processes and the impact on the land. This will provide context for students in other topics of glaciers and coasts.	of the glaciers scheme of work. By studying glacial landscapes it ensure the students are able to develop these skills before applying them to different landforms at GCSE.	development and classification of countries. It builds upon differences highlighted in the Africa and Global fashion topics as well as population. It provides a firm basis on which GCSE skills can be built upon.
Year 10	Topic Title and NC link	Living world	Changing Economic World	Natural hazards - Tectonic part 1	Natural hazards - Tectonic part 2	Urban Issues and Challenges Part 1	Urban Issues and Challenges Part 2
	<i>Pupils should know... (Core knowledge and concepts to learned)</i>	Tropical rainforests The physical characteristics of a tropical rainforest. The interdependence of	Reducing Development Gap An overview of the strategies used to reduce the development gap:	Natural Hazards Definition of a natural hazard. Types of natural hazard. Factors affecting hazard risk.	General atmospheric circulation model Tropical storms.	Urban Issues and Challenges The global pattern of urban change. Urban trends in different parts of the	Urban Change in the UK A case study – Manchester Urban Importance, migration,

		<p>climate, water, soils, plants, animals and people. How plants and animals adapt to the physical conditions. Issues related to biodiversity.</p> <p>Deforestation has economic and environmental impacts.</p> <p>Changing rates of deforestation.</p> <p>A case study - Malaysia tropical rainforest</p> <p>Causes of Impacts of Tropical rainforests need to be managed to be sustainable</p> <p>Value of tropical rainforests to people and the environment. Strategies used to manage the rainforest sustainably.</p> <p>Hot deserts</p> <p>-Physical characteristics.</p> <p>-The interdependence of climate, water, soils, plants, animals and people.</p>	<p>investment, industrial development and tourism, aid, using intermediate technology, Fairtrade, debt relief, microfinance loans.</p> <p>An example of how the growth of tourism in an LIC or NEE helps to reduce the development gap. (Tunisia)</p> <p>Rapid economic development in an LIC or NEE (Nigeria)</p> <p>Importance of the country</p> <p>The changing industrial structure.</p> <p>The role of transnational corporations (TNCs) and the advantages and disadvantages. International aid.</p> <p>Environmental impacts of economic development.</p> <p>The effects of economic development on quality of life.</p>	<p>Tectonic Hazards</p> <p>Plate tectonics theory.</p> <p>Global distribution of earthquakes and volcanic eruptions and their relationship to plate margins.</p> <p>Physical processes taking place at different types of plate margin (constructive, destructive and conservative).</p> <p>Primary and secondary effects of a tectonic hazard.</p> <p>Immediate and long-term responses to a tectonic hazard.</p> <p>Case Studies – Chile and Nepal - show how the effects and responses to a tectonic hazard vary between two areas of contrasting levels of wealth.</p> <p>Reasons why people continue to live in areas at</p>	<p>- Causes and sequence of their formation.</p> <p>- Distribution, frequency and intensity of tropical storms.</p> <p>Case Study – (Typhoon Haiyan)</p> <p>-Monitoring, prediction, protection and planning.</p> <p>UK Weather Hazards</p> <p>An example of a recent extreme weather event in the UK to illustrate:</p> <p>-Causes</p> <p>Social, economic and environmental impacts</p> <p>-How management strategies can reduce risk.</p> <p>-Evidence that weather is becoming more extreme in the UK.</p> <p>Climate Change: Evidence, causes, mitigation and adaptation strategies</p>	<p>world including HICs and LICs.</p> <ul style="list-style-type: none"> Factors affecting the rate of urbanisation. <p>The emergence of megacities.</p> <p>Opportunities and challenges for cities in LICs and NEEs</p> <p>A case study – Rio de Janeiro</p>	<p>opportunities and challenges linked to urban change. An example of a regeneration project – Salford Quays. Features of sustainable urban living.</p> <p><i>Human fieldwork at Salford Quays if Covid Restrictions change</i></p>
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	<p>-Plant and animal adaptations. -A case study of a hot desert to illustrate -Thar Desert. Challenges and Opportunities. Desertification. -Causes and strategies used to reduce the risk.</p>	<p>Changes to the UK Economy Causes of economic change. Post-industrial economy. Impacts of industry on the physical environment. Social and economic changes in the rural landscape. Improvements to transport. The north–south divide. The place of the UK in the wider world.</p>	<p>risk from a tectonic hazard. How monitoring, prediction, protection and planning can reduce the risks from a tectonic hazard.</p>			
<p><i>Pupils should be able to do... (Skills being developed)</i></p>	<p>Describing locations using maps on different scales. Analysis of numerical and statistical data Draw conclusions from numerical data. Calculate mean, median, mode and range.</p> <p>Describe relationships in bivariate data. Write descriptively, analytically and critically.</p>	<p>Describing locations using maps on different scales. Use and interpret photographs. Use of numerical and statistical data Draw conclusions from numerical data. Calculate mean, median, mode and range. Describe relationships in bivariate data.</p>	<p>Sequence physical processes. Use accurate and complex Geographical language. Evaluation of strategies to reduce risk. Descriptions and explanations.</p>	<p>Sequence physical processes. Use accurate and complex Geographical language. Sketch diagrams Evaluation of management strategies.</p>	<p>Identify questions and sequences of enquiry Write descriptively, analytically and critically Communicate their ideas effectively Develop an extended written argument Draw well-evidenced and informed conclusions about geographical questions and issues.</p>	<p>Identify questions and sequences of enquiry Write descriptively, analytically and critically Communicate their ideas effectively Develop an extended written argument Draw well-evidenced and informed conclusions about geographical questions and issues.</p>

			Write descriptively, analytically and critically.			Use a range of qualitative and quantitative data.	Use a range of qualitative and quantitative data.
	<i>Why are we doing this now? How does it build on prior learning and prepare for knowledge and learning still to come?</i>	This topic has been chosen as the starting point as it covers concepts, knowledge and skills that the students are more familiar with from KS3. This acts a suitable bridging point between KS3 and GCSE. The optional topic of hot deserts was chosen over cold environments as students have more prior knowledge of similar biomes and adaptations. In addition, the background of our students, means that they are more familiar with a desert environment than cold one.	This human unit is fundamental to core concepts that later units build on, so it is vital to study this early on in the GCSE course. It builds upon concepts studying in the KS3 units, Africa, Population and development. Concepts such as the development gap, multiplier effect and classification of countries are revisited throughout the whole GCSE course.	This is a large unit of work that is example heavy, so is preferable to study earlier on in the course as it allows students time to master the processes and see the importance of case study facts. Builds upon tectonics studied in year 7 so that students can now develop a more in-depth specific knowledge.	This is a large unit of work that is example heavy, so is preferable to study earlier on in the course as it allows students time to master the processes and see the importance of case study facts. Builds weather hazards in year 9 so that students can now develop a more in-depth specific knowledge. Climate change has been referenced throughout the KS3 curriculum but now students have the opportunity to consider the human response rather than the physical process.	After a large focus on physical geography it is now a move to a human topic. This topic covers new concepts for GCSE students although they have studied favelas in year 9. This will require some application of knowledge about different classification of countries as learnt earlier in the course.	This unit continues to explore new concepts for students but allows them to develop a greater sense of understanding of where they live. Manchester was chosen as our HIC city as it is where the students live and many have been part of the urban change the city has experienced, It also allows for students to enhance their cultural capital learning about the other areas of the city and they can experience this for themselves with a trip to Salford Quays.
Year 11	Topic Title and NC link	Urban Issues and Challenges and Human Fieldwork	Natural hazards - Tectonic	Natural Hazards – weather	Resource Management	Issue Evaluation	Exams
	<i>Pupils should know... (Core knowledge)</i>	Urban Issues and Challenges The global pattern of urban change.	Natural Hazards Definition of a natural hazard. Types of natural hazard.	General atmospheric circulation model Tropical storms.	-The significance of food, water and energy to economic and social well-being.	Paper 3 will provide students with the opportunity to demonstrate geographical skills	

	<p><i>and concepts to learned)</i></p>	<p>Urban trends in different parts of the world including HICs and LICs.</p> <ul style="list-style-type: none"> Factors affecting the rate of urbanisation. <p>The emergence of megacities.</p> <p>Opportunities and challenges for cities in LICs and NEEs</p> <p>A case study – Rio de Janeiro</p> <p>Urban Change in the UK</p> <p>A case study – Manchester</p> <p>Urban Sustainability.</p> <p>Fieldwork – Salford Quays</p> <p>Investigating urban regeneration.</p> <p>*covid dependent</p>	<p>Factors affecting hazard risk.</p> <p>Tectonic Hazards</p> <p>Plate tectonics theory.</p> <p>Global distribution of earthquakes and volcanic eruptions and their relationship to plate margins.</p> <p>Physical processes taking place at different types of plate margin (constructive, destructive and conservative).</p> <p>Primary and secondary effects of a tectonic hazard.</p> <p>Immediate and long-term responses to a tectonic hazard.</p> <p>Case Studies – Chile and Nepal - show how the effects and responses to a tectonic hazard vary between two areas of contrasting levels of wealth.</p> <p>Reasons why people continue to</p>	<ul style="list-style-type: none"> - Causes and sequence of their formation. - Distribution, frequency and intensity of tropical storms. <p>Case Study – (Typhoon Haiyan)</p> <ul style="list-style-type: none"> -Monitoring, prediction, protection and planning. <p>UK Weather Hazards</p> <p>An example of a recent extreme weather event in the UK to illustrate:</p> <ul style="list-style-type: none"> -Causes Social, economic and environmental impacts -How management strategies can reduce risk. -Evidence that weather is becoming more extreme in the UK. 	<ul style="list-style-type: none"> -An overview of global inequalities in the supply and consumption of resources. -An overview of resources in relation to the UK – Food, water and energy. <p>Water</p> <ul style="list-style-type: none"> -Global patterns of water surplus and deficit. -Reasons for increasing water consumption. -Factors affecting water availability: climate, geology, pollution of supply, over-abstraction, limited infrastructure, poverty -Impacts of water insecurity. -Overview of strategies to increase water supply: -Diverting supplies and increasing storage, dams and reservoirs, water transfers and desalination -An example of a large scale water transfer scheme 	<p>and applied knowledge and understanding by looking at a particular issue(s) derived from the specification using secondary sources.</p> <p>AQA will send the resources in March and lessons will be planned to give context to them.</p>	
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			live in areas at risk from a tectonic hazard. How monitoring, prediction, protection and planning can reduce the risks from a tectonic hazard.		(Lesotho Highland Water Project) -Moving towards a sustainable resource future. -An example of a local scheme in an LIC or NEE to increase sustainable supplies of water (Hitosa, Ethiopia)		
<i>Pupils should be able to do... (Skills being developed)</i>	Identify questions and sequences of enquiry Write descriptively, analytically and critically Communicate their ideas effectively Develop an extended written argument Draw well-evidenced and informed conclusions about geographical questions and issues. Use a range of qualitative and quantitative data.	Sequence physical processes. Use accurate and complex Geographical language. Evaluation of strategies to reduce risk. Descriptions and explanations.	Sequence physical processes. Use accurate and complex Geographical language. Evaluation of strategies to reduce risk. Descriptions and explanations.	Analyse data in a range of presentation styles. Assess and evaluate. Make judgements and draw conclusions.	Evaluate a range of sources, sent by the exam board. Analyse a range of numerical and statistical data, presented in a range of ways. Reach judgement and justify conclusions.		
<i>Why are we doing this now? How does it build on prior learning and prepare for</i>	This unit continues to explore new concepts for students but allows them to develop a greater sense of understanding of	This is a large unit of work that is example heavy, so is preferable to study earlier on in the course as it allows students	This is a large unit of work that is example heavy, so is preferable to study earlier on in the course as it allows students	This unit is a fairly small unit and is suitable for the end of the GSE course as it does not have as many links to other units	This part of the course can only be completed after the publication of resources in March and allowing staff		

	<p><i>knowledge and learning still to come?</i></p>	<p>where they live. Manchester was chosen as our HIC city as it is where the students live and many have been part of the urban change the city has experienced, It also allows for students to enhance their cultural capital learning about the other areas of the city and they can experience this for themselves with a trip to Salford Quays.</p>	<p>time to master the processes and see the importance of case study facts. Builds upon tectonics studied in year 7 so that students can now develop a more in-depth specific knowledge.</p>	<p>time to master the processes and see the importance of case study facts. Builds weather hazards in year 9 so that students can now develop a more in-depth specific knowledge. Climate change has been referenced throughout the KS3 curriculum but now students have the opportunity to consider the human response rather than the physical process.</p>	<p>compared to other topics.</p> <p>It builds upon prior knowledge of resources in year 8s topics of Africa and Water.</p> <p>Water is chosen as our in depth resource as it is more relatable to our students.</p>	<p>time to plan the lessons for delivery.</p> <p>This will draw upon subject knowledge of the topic covered (TBC) as well as draw upon synoptic links.</p>	
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