Levenshulme High School – Curriculum Map – Geography 2025-2026

		Term 1		Term 2		Term 3	
	No. of Weeks	7	7	6	6	5	7
Year 7	**Topic Title**	**Introduction to Geographical skills**	**Volcanoes**	**Ecosystems**	**Food**	**Earthquakes**	**Weather and Climate + Fieldwork**
	NC link	Locational and Place Knowledge. Key physical and human characteristics. Geographical Skills: globes, maps and atlases, OS maps	Key processes in physical geography: tectonics	Key processes in physical geography: weather and climate. Human and Physical geography: how human activity relies on effective functioning of natural systems.	how human and physical processes interact to influence, and change landscapes, how human activity relies on effective functioning of natural systems	Key processes in physical geography: plate tectonics and geological timescales	Key processes in physical geography: weather and climate. Skills and fieldwork: collect, analyse and draw conclusions from data.
	Pupils should know… (Core knowledge and concepts to learned)	**Types of Geography**: the difference between physical and human geography **Global Features:** the world's continents and oceans. **Atlas work:** how to use an atlas effectively to find countries and other helpful information. **Map Skills:** 4 and 6 figure grid references, contours and scale to understand	**Structure of the Earth**: the layers of the earth and the types of plate margins. **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; how to monitor volcanoes.	**World Biomes:** the different biomes and the characteristics of each. **Taiga:** the location and climate of the Taiga and how the wolf has adapted to this ecosystem. **Tropical Rainforest:** the location and climate of the tropical rainforest, the layers of the rainforest and how plants have adapted to this ecosystem.	**Farming:** Understand what food is being farmed in the UK and how this limits what local food we can source Organic vs intensive farming **Sustainability:** definition and interpretation of this concept. **Food Miles:** Why some food has to be imported and what the environmental impact of importing food is	**Earthquakes**: causes of earthquakes, the Richter Scale, an example of an earthquake and how to build earthquake proof buildings to protect people.	**Weather and climate:** difference between these and interpreting weather data. **Rainfall and clouds:** Being able to identify, describe and distinguish between types of precipitation and cloud. **Climate graphs:** students practice drawing and interpreting climate graphs for the UK **LHS micro-climate:** Students

		places shown on a map. **Locational knowledge:** how to describe the location of places at different scales		Palm Oil: uses of palm oil, where it is grown and the social, economic and environmental advantages and disadvantages of palm oil.			plan, carry out and evaluate a piece of fieldwork in the school grounds.
	Pupils should be able to do… *(Skills being developed)*	Interpret photographs Annotate photographs. Annotate diagrams. Describe locations using maps on different scales. Use accurate Geographical language. Grid Reference Use and Atlas correctly Describe locations using maps on different scales. Read an OS Map.	Analysing media accounts of natural events. Annotated sketches of volcanoes, Categorising impacts and responses.	Climate graphs. Recognise and describe distributions and patterns. Using the internet to create story maps. Analysis of media sources. Use of numerical and statistical data, Using GIS software to create a story map	Apply grid references, scale and contours to an OS map Read an OS map	Sequencing of the physical processes that cause an earthquake. Make a model of an earthquake proof building, allowing students to demonstrate their design & technology skills.	Read choropleth maps, Collect and interpret data. Students will develop their skills of interpreting thematic maps. Students will also learn to draw, label and data presentation techniques. Descriptions and explanations of patterns in data.
	Why are we doing this now? *How does it build on prior learning and prepare for knowledge and learning still to come?*	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.	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	Students are likely to have studied about ecosystems at Ks2. Revisiting this topic in Year 7 helps learners making links between preexisting knowledge and new concepts. Students will have two	Students will study the topic of healthy food as part of their PSHE curriculum. Students all have a personal connection with food. Students may have studied about food miles	To build on links made in the volcanoes topic and apply the understanding of physical processes and hazards to a different example. To broaden their understanding of different tectonic	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

		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.	popular topic as Ks1 and Ks2. By introducing core knowledge, misconceptions can be corrected. Those students who have not studied the topic at primary school, will gain foundational knowledge to access topics later on at Ks3 such as Rocks, Weathering and Soils.	contrasting ecosystems to refer back to and contrast against other biomes. This topic builds on the prior learning of climate but moves the focus to world biomes rather than just the UK. 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.	or fair trade products at Ks2s, so they can make links to their prior learning. At Ks4 students will study food and water as a resource. Studying the sources of food at Ks3 will enable students to build the foundations to access this topic at Ks4. Students will revisit the concept of sustainability in the Asia topic in Year 8.	hazards. To understand how natural hazards can impact on the lives of people through a case study. Many students have studied tsunamis or earthquakes in primary schools – revisiting in more depth allows to clear up misconceptions.	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**.**
Year 8	**Topic Title**	**Africa**	**Asia**	**Rocks and Soils**	**Rivers**	**Global Fashion**	**Renewable Energy + Fieldwork**
	NC link	Place knowledge: human and physical geography of Africa. Locational knowledge of African countries. How human and physical processes interact.	Locational knowledge of Asia; key physical and human characteristics, countries and major cities Human geography relating to: population and urbanisation;	Physical geography relating to: geological timescales; rocks, weathering and soils	Key processes in physical geography: hydrology, locational knowledge of key rivers in the UK and the local area	Key processes in human geography: international development and economic activity.	interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale
	Pupils should know… (Core knowledge and concepts to learned)	**Africa as a continent**: the countries within Africa, the differences across the continent,	**Asia as a continent;** the countries that make up Asia **Biomes**	**Geological timescales:** the concept of geological time, **Types of rocks:**	**Rivers:** location of the main rivers across 3 scales, the characteristics of the 3 courses of a river and the	**Fashion Industry:** how and where our clothes are made, the impacts of the fashion industry on people, the	**Types of energy:** Students study different types of energy and categorise these into renewable

		environmental regions. Awareness of stereotypes **Development:** Concept of development and how a country's level of development can be measured in geography. Applying this knowledge to two contrasting countries **Nollywood:** The diverse film industry in Nigeria and how this is compares to Bollywood and Hollywood **Tourism:** How tourism has contributed to development in South Africa. Conflict: An example of an ongoing conflict **HIV** The causes and what is being done to decrease HIV rates	a selection of different biomes found in Asia, the difference between continental and maritime climate, **Urbanisation:** Growth of China's cities are growing **Air pollution** Environmental challenges in China and solutions	Igneous, metamorphic and sedimentary rocks; **Types of weathering** The processes that change rocks over time; students apply their knowledge of rocks by explaining how these are formed in the **rock cycle** **Soils** Students study the strata of soils and the characteristics of healthy soils **Soil practical** Students apply their knowledge to a soil sample	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 a case study of a flooding event	economy and the environment and the changes that are needed to reduce the negative impacts, changes to the UK's fashion industry; Alternatives to fast fashion **Globalisation:** the meaning of globalisation and the drivers of these changes, an example of globalisation and a critical evaluation of the advantages and disadvantages of globalisation.	and non-renewable, **Map skills:** They recap their maps skills, including how to read an OS map and use these skills to decide on the best location for a wind turbine. Students collect data on the school ground, they present the data they have collected in a graph and analyse this graph to justify the best location.
	Pupils should be able to do… *(Skills being developed)*	Recognise and describe distributions and patterns.	Climate graphs. Recognise and describe distributions and patterns.	Interpret and read diagrams, labelling and annotating diagrams,	Sketching landforms, labelling and annotating hydrographs, data	Empathy Interpreting a range of sources. Analysis and evaluation of social,	Complete data presentation techniques. Analyse data collection methods

		Interpreting a range of sources Use of numerical and statistical data Use and interpret photographs.	Using the internet to research. Analysis of media sources. Use of numerical and statistical data	Sequencing physical processes, analysing soil samples	manipulation and analysis of case study data.	economic and environmental impacts. Analysis of media sources	and suggest improvements.
	Why are we doing this now? *How does it build on prior learning and prepare for knowledge and learning still to come?*	Studying Africa will enable students to compare countries based on data and study contrasting countries. Students are ready to be challenged on stereotypes they may have acquired at Ks2 or through different news stories. This unit is helping to develop their critical thinking skills through photo analysis. We are careful to avoid presenting a 'single story' and we focus on cultural development in Nollywood and as well as economic development through tourism as recommended by the GA.	Students study a contrasting continent. They revisit the difference between a county and a continent which helps transferring this knowledge into the long-term memory. Students can build on their knowledge from Year 7 on ecosystems when they study a new ecosystem; the Mongolian Desert. Students revisit the concept of sustainability and apply it to the context of a city.	Students can build on their knowledge of the layers of the Earth which they acquired as part of their tectonics topic in Year 7. The topics of rock and soil provide foundational knowledge to access the subsequent topic of rivers as students study geology and types of soils as factors that affect the risk of flooding.	Studying rivers provides students with another opportunity to examine physical processes shape the land. Many students live near a river that occasionally floods and have experienced flooding events in their local area. Students can therefore bring in their real-world experience of these events. Studying rivers after rocks and soils enables students to revisit the different types of soils and how they are linked with flood risk.	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 critically reflecting on their consumer habits. Students are introduced to environmental challenge of water pollution which is revisited and expanded on in year 9 as part of the oceans topic.	Apply basic fieldwork skills to a location on the school grounds. Prepares students for completing a piece of geographical enquiry with some teacher guidance and some independence. Builds on the geographical enquiry completed in Year 7 as students also need to consider land-use.

Year 9	**Topic Title**	**Extreme Weather**	**Climate Change**	**Oceans**	**Middle East**	**Population and migration: Fieldwork**	**Glaciers**
	NC link	Key processes in physical geography; change in climate	How human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems	Key processes in physical geography: how human and physical processes interact to influence and change environments.	Place knowledge: study of human and physical geography of a region within Asia. Natural resources: Oil Locational knowledge: locational and spatial knowledge of the Middle East.	Use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data.	Key processes in physical geography: rocks, weathering, geological timescales, change in climate from the Ice Age to present
	Pupils should know… (Core knowledge and concepts to learned)	**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 **Climate Change:** the human and physical causes of climate change and how they are linked to extreme weather	**Impacts of Climate Change** Students study how climate change will affect people around the world They research the local impacts of climate change to compare these to global impacts **Adaptation and mitigation**	**Importance and features:** reasons for the importance, different areas including the deep ocean and the coral reef ecosystem. **Sustainable fishing**: Definition, factors, impacts, solutions. **Plastics**: movement through ocean currents, impact on the ocean environment including microplastic, environmental impacts on sea	**Location:** countries and capitals that make up the Middle East as a world region. **Physical features**: key physical characteristics based on three main climate zones **Natural resources**: links to trade especially world reserves of oil. **Dubai:** study the locational features of Dubai that make	**Population change**: World population growth, factors that affect population change, population pyramids **Ageing Population**: causes, effects and strategies used in the UK to manage ageing populations **Informal settlements –** Example from India;	**Ice Age:** context for the topic and time frame relative to today. **Glacial processes** + **glacial landforms:** The landforms shaped by erosion and deposition and sequencing the formation of these landforms. **Avalanches:** Study why avalanches occur and the triggers of why it happens.

			Study of examples of people live with the effects of climate change around the world, Examples of how people reduce the effects of climate change around the world	birds and sea turtles, why increasing and strategies to reduce.	it an emirate rather than a country. **GNI:** analyse differences within and across Middle East countries through development data. **Tourism:** Medical tourism in Turkey	Why they exist and what is being done to improve Dharavi **Migration** Different types of migration and reasons for migration, the impacts of migration on area	Study an example of an avalanche as a natural hazard. **Climate change:** impact on glacial environments through mass balance, the iceman mystery and the significance of retreating glaciers.
	Pupils should be able to do… *(Skills being developed)*	Interpreting photographs Analysing news articles Making choropleth maps 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.	Read choropleth map, make connections between physical and human processes, Analyse media sources	Use of numerical and statistical data – presented in a range of ways. Analyse human actions on the ocean environment. Make connections to human and physical processes. Evaluating management strategies.	Using non-fiction texts to enhance geographical understanding. Use of numerical and statistical data – presented in a range of ways. Drawing pie charts. Developing evaluative extended writing skills.	Interpret population pyramids. They will begin to assess population data including census data and use this as evidence in written work. Analysing media sources.	Using GIS software to view glaciated upland areas, Sequence physical processes, sketching landforms, annotating diagrams.
	Why are we doing this now? *How does it build on prior learning and prepare for knowledge*	Extreme weather is becoming far more prevalent around the world, dominating headlines due to the impact that climate change has	Students have studied the causes of climate change in HT1, Year 9 as well as in science in HT1. This unit now allows for a more in-depth	Builds on climate in year 7 and world ecosystems in year 8 but students must now consider a marine biome. Students have studied some of the	Many students have a personal connection with the Middle East and may have previously visited. We reserve the study of this	Students analyse population changes on a global scale, moving to a more abstract scale.	This unit is preparing students for their GCSE. At GCSE the students study the formation of coastal and river processes. This is

	and learning still to come?	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.	study of the impacts and how society is preparing for these. Students research the impacts specific to Manchester, therefore making the research meaningful to their local context.	issues dealt with separately e.g. climate change but can now apply this to a specific environment. This is also a suitable topic that spans both human and physical geography, showing year 9 students the more complex nature of geographical study.	scheme of work until this point in Year 9 as we appreciate the complexity of the situation in the Middle East. We mainly focus on physical and economic aspects which allow students to understand the geography of the region. This also helps students contextualise information in the media about the Middle East.	They understand why populations are growing. Students can draw on their knowledge of the development indicators studied in Year 8 (Africa SoW) to analyse reasons why populations grow. Students are now ready to embrace more complex population pyramids. Students can apply their knowledge to a field study of local place which enables them to compare Didsbury + Levenshulme.	taught in a similar sequence as the glaciers scheme of work. Studying glacial landscapes enables students a to develop these skills before applying them to different landforms at GCSE.
Year 10	**Topic Title**	**Living World**	**Changing Economic World**	**Changing Economic World – UK Economy**	**Rivers**	**Geographical Skills**	**Physical Fieldwork**
	Pupils should know… (Core knowledge and concepts to learned)	**Tropical rainforests** The physical characteristics of a tropical rainforest. The interdependence of climate, water, soils, plants,	**Reducing Development Gap** An overview of the strategies used to reduce the development gap: investment,	**Changes to the UK Economy** Causes of economic change. Post-industrial economy. Impacts of industry on the physical environment.	**Characteristics:** long profile and cross profile changes, processes of erosion, transportation and deposition.	Students will be assessed on questions based on the use of fieldwork from unfamiliar contexts. Students are taught a number of	Students need to undertake two geographical enquiries, each of which must include the use of primary data, collected as part of

		animals and people. 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 - Malaysia tropical rainforest** Causes of Impacts of **Tropical rainforests** need to be managed to be sustainable **Hot deserts** Physical characteristics. The interdependence of climate, water, soils, plants, animals and people. Plant and animal adaptions. Thar Desert case study of a hot desert to illustrate challenges and opportunities. **Desertification.**	industrial development and tourism, aid, using intermediate technology, Fairtrade, debt relief, microfinance loans. An example of how the growth of tourism in an LIC or NEE helps to reduce the development gap. (Tunisia) **Rapid economic development in an LIC or NEE (Nigeria)** Importance of the country The changing industrial structure. The role of transnational corporations (TNCs) and the advantages and disadvantages. International aid. Environmental impacts of economic development. The effects of economic development on quality of life**.**	Social and economic changes in the rural landscape. Improvements to transport. The north–south divide. The place of the UK in the wider world.	**Landforms**: characterises and formation so interlocking spurs, waterfalls, gorges, meanders, oxbow lakes, levees, flood plains and estuaries. Tees Valley as an example o f a UK river valley to identify major landforms. **Management Strategies**: physical and human factors affecting flood risk, use of hydrographs. Costs and benefits of hard and soft engineering strategies. Banbury Floods as an example of a flood management scheme in the UK.	geographical skills in preparation for fieldwork and the corresponding section on the exam. Skills include: Map skills (grid references, scale and relief). Use of mean, median, mode. Selecting appropriate data presentation techniques. Drawing field sketches and interpreting photographs from maps.	a fieldwork exercise. Students will be assessed on questions based on students' individual enquiry work. Students need to be able to 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. Students will visit a river environment and investigate changes in the river profile

		Causes and strategies used to reduce the risk.					
	Pupils should be able to do… *(Skills being developed)*	Describing locations using maps on different scales. Analysis of numerical and statistical data Draw conclusions from numerical data. Calculate mean, median, mode and range. Describe relationships in bivariate data. Write descriptively, analytically and critically.	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. 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.	Sequence physical processes. Write coherent descriptions and explanations. Write descriptively, analytically and critically. OS maps: use and understand gradient, contour and spot height, identify basic landscape features and describe their characteristics from map evidence. Interpret satellite imagery written and digital sources visual and graphical sources	Apply numeracy skills and geographical skills (as listed in prior topics) to unfamiliar contexts in exam questions. Be able to accurately complete graphs. Be able to accurately complete numerical exam questions.	Be able to select and construct appropriate graphs and charts to present data. Be able to draw informed conclusions from numerical data. Students should demonstrate the ability to: 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.
	Why are we doing this now? *How does it build on prior learning and prepare for*	This topic has been chosen as the starting point as it covers concepts, knowledge and skills that the students are more	This human unit introduces core concepts that later units build on, so it is vital to study this early on in the GSCE course.	Continuation of the economic world unit with a focus on the United Kingdom and the UK's economy. It helps students learn more	A familiar unit to students building on prior knowledge of rivers from year 8. In addition, students are able	Whilst students study the skills within units across the Geography GSCE and the skills should be a cross over from Maths,	After deepening knowledge of geographical skills this allows students to apply it to a practical situation. It builds

	knowledge and learning still to come?	familiar with from KS3. This acts a suitable bridging point between KS3 and GSCE. The optional topic of hot deserts was chosen over cold environments as students have more prior knowledge of similar biomes and adaptations. Some students have visited the Thar desert, our chosen case study.	It builds upon concepts studying in the KS3 units, Africa and population. Students revisit Nigeria as a case study of this unit, enabling them to make links between topics. Concepts such as the development gap, multiplier effect and classification of countries are revisited throughout the whole GSCE course.	about their country, so it is important to teach it early on. As the next unit also focuses on the UK, it enables students to make links between the physical geography of the UK and areas of economic development.	to understand how river processes work more easily than coastal processes, so we teach rivers first and then coasts in year 11 after this unit as a solid foundation. Equally, students are likely to have to apply map skills to exam questions in this section so covering this skill earlier in the course is to the students' advantage.	we find that students benefit considerably from a specific focus on these skills. This is in part to the unfamiliar fieldwork section on the exam as well as not all students cover the numeracy skills depending on which tier of entry they complete for Maths.	in a fieldwork opportunity in year 10 (with the second enquiry completed in year 11). A river study is carried out at the most suitable time of year for this type of fieldwork.
Year 11	**Topic Title**	**Urban Issues and Challenges and Human Fieldwork**	**Coasts**	**Natural Hazards**	**Resource Management**	**Issue Evaluation**	**Exams**
	Pupils should know… *(Core knowledge and concepts to learned)*	**Urban Issues and Challenges** The global pattern of urban change. Urban trends in different parts of the world including HICs and LICs. Factors affecting the rate of urbanisation. The emergence of megacities. **Opportunities and challenges for**	**Physical Processes:** Wave characteristics, weathering, mass movement, erosion, transportation and deposition. **Landforms**: characteristics and formation of headlands and bays, cliffs and wave cut	**Natural Hazards** Definition of a natural hazard. Types of natural hazard. Factors affecting hazard risk. **Tectonic Hazards** Plate tectonics theory. **Global distribution** of earthquakes and volcanic eruptions and their	**Resource Overview** 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. An overview of resources in relation to the UK	Paper 3 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. AQA will send the resources in March	

		cities in LICs and NEEs A case study – Rio de Janeiro Urban Change in the UK A case study – Manchester Urban Sustainability. **Fieldwork – Salford Quays** Investigating urban regeneration.	platforms, caves, arches and stacks, beaches, sand dunes, spits and bars. Swanage Coastline as an example to identify major landforms. **Management strategies**: costs and benefits of hard and soft engineering strategies and managed retreat. Lyme Regis as an example of a coastal management scheme.	relationship to plate margins. **Physical processes** taking place at different types of plate margin (constructive, destructive and conservative). **Primary and secondary effects** of a tectonic hazard. **Immediate and long-term responses** to a tectonic hazard. **Case Studies –** show how the effects and responses to a tectonic hazard vary between two areas of contrasting levels of wealth. 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. **Weather Hazards** GAC model	Food, water and energy. **Water** 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 (Lesotho Highland Water Project) Moving towards a sustainable resource future. An example of a local scheme in an LIC or NEE to increase	and lessons will be planned to give context to them.	

				Tropical storms. An example of a recent extreme weather event in the UK	sustainable supplies of water (Hitosa, Ethiopia)		
	Pupils should be able to do… *(Skills being developed)*	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. Descriptions and explanations. Use visual and graphical sources.	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. Study complex key terminology and use this terminology when completing practice questions.	
	Why are we doing this now? *How does it build on prior learning and prepare for knowledge and learning still to come?*	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	This is the second half of the *physical landscapes* unit after Rivers. We teach these separately as they cover lots of the same processes and skills. To teach together would be very repetitive and by completing the	This is a topic for which many concepts were covered at KS3 e.g. year 7 tectonics and year 9 extreme weather. Students can now develop a more in-depth specific knowledge relating to case study examples.	This unit is a shorter unit and is suitable for the end of the GSE course as it does not have as many links to other units compared to other topics. It builds upon prior knowledge of resources in year	This part of the course can only be completed after the publication of resources in March (12 weeks before the exam) and allowing staff time to plan the lessons for delivery. This will draw upon subject knowledge	

		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.	coasts section in year 11 students are able to retrieve key knowledge form year 10 and apply it to the new location.	Climate change has been referenced throughout the KS3 curriculum but now students can consider the human response rather than the physical process.	8 topics of Africa and Water. Water is chosen as our in-depth resource as it is more relatable to our students**.**	of the topic covered as well as draw upon synoptic links.	