



Geography Faculty Curriculum Overview

	Autumn	Spring	Summer
	Urban Issues and challenges	The Challenge of Natural Hazards	River Landscapes
Y10	<p>Enquiry Question: What are the urban issues and challenges across the world today?</p> <p>Area of knowledge: This topic looks at urban trends across the world and the changing nature of cities in less developed parts. This includes causes, effects and solutions to the issues facing these places both in HICs and LICs. It looks at opportunities and challenges in Mumbai and Newcastle. Finally it ends with a study of sustainable cities by looking at Curitiba in Brazil.</p> <p>Builds on: This topic builds directly upon work done in Y9 on urban issues; Push and pull factors, causes, effects and solutions to urbanisation, differences of urban change in HICs and LICs, sustainable cities. Skills – Grid references, graph, photo and map interpretation and analysis.</p> <p>Links to:</p> <p>Hazards – Migration into mega cities by economic migrants pushed out of rural areas links to migration away from hazards due to environmental disasters such as 300,000 migrating from Kathmandu due to the Nepalese 2015 Gorkha earthquake.</p> <p>Economic World – A huge amount of links with economic world with concepts such as development indicators, an understanding of the DTM, migration, natural increase and the understanding of the role of government in taxing its people in order to provide services.</p> <p>UK Physical Landscapes – There are links with the River Landscapes topic to do with planning urban expansion near to rivers with the ideas of soft and hard engineering being relevant. In the Glaciation topic there are links to sustainable</p>	<p>Enquiry Question: What are the causes, effects and responses to natural hazards?</p> <p>Area of knowledge: This topic will be assessed by the Paper 1 Living with the Physical Environment examination. Students must understand the causes, effects and responses to tectonic hazards (earthquakes and volcanoes), weather hazards and climate change.</p> <p>Builds on: Having completed 3 years of geography at Biddick Academy students should be equipped with knowledge and skills of natural hazards from the Year 9 topic of Natural Hazards.</p> <p>Links to:</p> <p>Economic World – How the differences in Wealth effect the response of HIC/LICS to natural disasters. Nepal and Chile case studies as examples of this.</p> <p>UK Physical Landscapes – Landslides as a natural hazard is a type of mass movement in coastal environments. Mt Everest Avalanche on the glacier killed 19 people in the Nepal Earthquake.</p> <p>Urban Issues – How urbanisation increases natural hazard risk.</p> <p>Living World – Deforestation is a cause of climate change.</p> <p>Resource Management – Energy extraction by fracking can lead to earthquakes.</p> <p>Fieldwork opportunity: N/A</p> <p>Assessed by:</p> <ul style="list-style-type: none"> Layered assessments growing in complexity from Y7 to Y11. Ongoing formative questioning and feedback Knowledge recall testing (starters) - low stakes 	<p>Enquiry Question: How do rivers shape the land and why is it relevant today?</p> <p>Area of knowledge: This is a sub topic of the Physical Landscapes in the UK topic for Paper 1 Living with the Physical Environment. This topic looks at river processes, landforms of erosion and deposition, flooding and flood management schemes in the UK.</p> <p>Builds on: The sub topic of coasts and glaciation as river processes of transportation and erosion are very similar to those at the coast and some in glaciated landscapes too. In addition this topic has KS3 links to Weather and Climate in year 7 (hydrological cycle) and rivers topic in year 8.</p> <p>Links to:</p> <p>Hazards – flooding is a natural hazard</p> <p>Economic World – development through trade using rivers. Development of major cities in NEE's such as Mumbai, India and its use of the Mithi river.</p> <p>UK Physical Landscapes – links to coasts topic as similar processes of transportation and erosion. For glaciation topic the process of abrasion is also similar in river systems.</p> <p>Urban Issues – Brownfield cities along many rivers that used to be used for ship building/steel works and the regeneration of these sites. Redevelopment of Newcastle Quayside next to the Tyne River as a case study for urban regeneration.</p> <p>Living World – Amazon River links to deforestation. River ecosystems and food webs.</p>

<p>traffic management strategies in the Lake District with the sheer volume of tourists. Living World – Links with provision of services in cold climates and use of technology and law to enforce sustainable practices so that urbanisation does not damage fragile wilderness areas. Resource Management – Links to the challenge of getting enough food, water and energy to the huge and growing urban populations of the world. Fieldwork opportunity: Durham Traffic Survey – To what extent is traffic management in Durham effective? Y10 field trip to Durham city centre. Assessed by:</p> <ul style="list-style-type: none"> • Layered assessments growing in complexity from Y7 to Y11. • Ongoing formative questioning and feedback • Knowledge recall testing (starters) - low stakes • Skills assessment - low stakes/high challenge • Extended writing exam question assessment • Mid-term check-ups - peer check and challenge of knowledge accuracy • End of unit assessment. <p>Tier 3 Vocabulary:</p>	<ul style="list-style-type: none"> • Skills assessment - low stakes/high challenge • Extended writing exam question assessment • Mid-term check-ups - peer check and challenge of knowledge accuracy • End of unit assessment. <p>Tier 3 Vocabulary:</p>	<p>Resource Management – Renewable energy production through hydroelectric power using dams as a flood management scheme. Fieldwork opportunity: River Browney Enquiry – Does the width, depth and sediment size change downstream? Does the River Browney fit the Bradshaw model? Y10 field trip to River Browney in Co Durham. Assessed by:</p> <ul style="list-style-type: none"> • Layered assessments growing in complexity from Y7 to Y11. • Ongoing formative questioning and feedback • Knowledge recall testing (starters) - low stakes • Skills assessment - low stakes/high challenge • Extended writing exam question assessment • Mid-term check-ups - peer check and challenge of knowledge accuracy • End of unit assessment. <p>Tier 3 Vocabulary:</p>
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Y11	<p align="center">The Changing Economic World</p> <p>Enquiry Question: How are economic activities causing development across the globe? Area of knowledge: development indicators, including their usefulness, how development changes the population structure of countries, strategies to reduce the development gap using examples, case study of Nigeria and the UK to learn how economic activities have changed over time and the impact they have had on development. Builds on: existing KS3 knowledge of development indicators and how income can impact a country's development, interaction between the human and physical world and the impact humans have on physical processes. Links to: Hazards – lower income areas affected by both flooding and drought and the impact on income levels where crops are affected. UK Physical Landscapes – Natural resources within the UK landscape being responsible for the development and</p>	<p align="center">The Living World</p> <p>Enquiry Question: How are we impacting the ecosystems of the world? Area of knowledge: Understanding of how living and non-living components interact to create small and large scale ecosystems, human processes that are affecting world biomes Builds on: Key stage 3 topics on rainforests and deforestation, biomes of the world, understanding of social, economic and environmental impacts of humans in the natural world. Links to: Hazards – contribution to climate change through deforestation Economic World – tourism in Svalbard as an income source, rainforest areas being opened up with roads to bring development to areas whose people had been living in poverty and poor health. Roads are opening up the</p>	<p align="center">The Challenge of Resource Management</p> <p>Enquiry Question: How can the management of resources around the world become fairer? Area of knowledge: This topic is about supply of food, energy and water which all countries need to develop. However they are unevenly distributed across the world and this topic looks at the unequal management of resources across the world, the causes, effects and solutions to this. Builds on: This topic builds on and links to almost all of the previous topics at Ks3 and Ks4. There are clear links between human and physical geography. The section on Water closely links with Rivers and Weather, the section on Food builds on issues touched on in Africa, Development and Urban Issues. The Energy section deals with topics taught in the climate change part of Natural hazards. Links to:</p>

<p>subsequent decline of the north leading to the north south divide.</p> <p>Urban Issues – Look at Lagos compared to rural areas of Nigeria to look at the uneven development across the country</p> <p>Living World –rainforests in Niger Delta, affected by oil production, opening up rainforest areas with roads to increase development.</p> <p>Resource Management – energy production through the extraction of oil</p> <p>Fieldwork opportunity: N/A</p> <p>Assessed by:</p> <ul style="list-style-type: none"> • Layered assessments growing in complexity from Y7 to Y11. • Ongoing formative questioning and feedback • Knowledge recall testing (starters) - low stakes • Skills assessment - low stakes/high challenge • Extended writing exam question assessment • Mid-term check-ups - peer check and challenge of knowledge accuracy • End of unit assessment. 	<p>potential for development for LICs such as Peru, Malaysia and Brazil to name but a few.</p> <p>UK Physical Landscapes – smaller scale ecosystems</p> <p>Urban Issues – delivery of services such as water, sanitations and electricity (Svalbard), expansion of Svalbard</p> <p>Resource Management – energy resources (coal mining in Svalbard, energy production (in Longyearbyen),</p> <p>Fieldwork opportunity: N/A</p> <p>Assessed by:</p> <ul style="list-style-type: none"> • Layered assessments growing in complexity from Y7 to Y11. • Ongoing formative questioning and feedback • Knowledge recall testing (starters) - low stakes • Skills assessment - low stakes/high challenge • Extended writing exam question assessment • Mid-term check-ups - peer check and challenge of knowledge accuracy • End of unit assessment. 	<p>Hazards – Provision of food, water and energy is made far harder by the advent of a natural hazard. Planning and protection are especially necessary in areas where the risk of tectonic or weather hazard are high.</p> <p>Economic World – Push and pull factors are much to do with the unequal distribution of wealth and therefore the supplies of water, food and energy.</p> <p>UK Physical Landscapes – Rivers are both a source of water and transport for food and a source of energy with hydroelectric dams being build all over the world.</p> <p>Urban Issues – Most migration is to do with migrants moving from a place of food, water, energy scarcity/insecurity to a place of plenty. This explains and links with the huge rate of world urbanisation in the developing parts of the world.</p> <p>Living World – Food sources from rainforest areas are under threat as climates are changing due to deforestation. Hydroelectric dams are</p> <p>Fieldwork opportunity: N/A</p> <p>Assessed by:</p> <ul style="list-style-type: none"> • Layered assessments growing in complexity from Y7 to Y11. • Ongoing formative questioning and feedback • Knowledge recall testing (starters) - low stakes • Skills assessment - low stakes/high challenge • Extended writing exam question assessment • Mid-term check-ups - peer check and challenge of knowledge accuracy • End of unit assessment. 	
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