

<u>Timeline</u>	<u>Topic</u>	<u>Key concepts and knowledge</u>	<u>Skills development</u>	<u>Rationale</u>
Sept – Feb half term	The UK’s evolving physical landscape	<ul style="list-style-type: none"> • How have geology and past processes influenced the physical landscape of the UK? • How have physical and human processes worked together to create distinct UK landscapes? • How have the UK’s coastal landscapes been influenced by geology interacting with physical processes? • How have coastal landscapes been modified by human activity interacting with physical processes? • How does the interaction of human and physical processes along a coastline present challenges? • What management options are available in coastal regions? • How have distinctive river landscapes been formed by physical processes? • How have river landscapes been influenced by human activity interacting with physical processes? • Why are some rivers more prone to flooding than others? • What management options are available in river environments? 	<ul style="list-style-type: none"> • Photograph analysis • Use of geological cross sections • Use of Outline UK maps • Use of OS maps • Calculating the mean • Use of BGS geology maps • Cost benefit analysis • Construction of storm hydrographs <p style="text-align: center;"><u>British values</u></p> <ul style="list-style-type: none"> • Mutual respect <p style="text-align: center;"><u>Employability skills</u></p> <ul style="list-style-type: none"> • Self-management • Informed • Numeracy • Communication • Digital skills 	<p>The physical geography of the UK varies greatly due to its complex and diverse geology, a result of it being subject to a variety of plate tectonic processes over an extended period of time. Over time the combination of these past processes, and subsequent continual physical processes, means that the UK has a rich variety of distinctive landscapes.</p> <p>Having studied named countries / regions throughout KS3 up to this point this topic allows students to focus on the country that they live in and the physical processes that have shaped in. Learning in this topic will build on learning from KS3 including geology, coasts, rivers and tectonics.</p>

<p>Feb half term – May half term</p>	<p>UK Human Geography</p>	<ul style="list-style-type: none"> • How do population, economic activities and settlement shape the human geography of the UK? • How is the UK economy increasingly linked and shaped by the wider world? • What is the context of Birmingham? • How has Birmingham changed through employment, services, and the movement of people? • How have changes in Birmingham created challenges and opportunities? • How can ways of life in Birmingham be improved by different strategies? • How is Birmingham interdependent with its accessible rural surroundings? • How does interdependence with Birmingham create opportunities and challenges in this accessible rural area? 	<ul style="list-style-type: none"> • Interpretation of population pyramids • Use of census data • Use of Eurostat data • Use of OS maps • Use of IMD data base <p style="text-align: center;"><u>British values</u></p> <ul style="list-style-type: none"> • Tolerance of different cultures and religions. • Mutual respect. <p style="text-align: center;"><u>Employability skills</u></p> <ul style="list-style-type: none"> • Self-management • Informed • Numeracy • Communication • Digital skills 	<p>The human landscape of the UK has been changing for thousands of years; however, it is doubtful that it has ever changed as much as it has in the last 50 years. This topic will highlight some of the ways in which the UK’s different human landscapes, rural and urban, are changing. It will also investigate why some of these changes are taking place and what the effects of these changes have been. In particular the topic will look at the growing impact of the wider world on people and places in the UK with particular reference to London and Cornwall as contrasting regions and one major city – Birmingham.</p> <p>Having studied named countries / regions throughout KS3 up to this point this topic allows students to focus on the country that they live in and the physical processes that have shaped in. Learning in this topic will build on learning from KS3 including urban landscapes, economy, site</p>
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<p>May half term - Summer</p>	<p>Hazardous Earth - climate</p>	<ul style="list-style-type: none"> • How does the world’s climate system function? • What are the natural causes of climate change? • How are human activities causing climate change? • What are the possible consequences of climate change? 	<ul style="list-style-type: none"> • Use and interpretation of climate graphs • Use and interpretation of line graphs/ bar charts showing climate change • Use and interpretation of temperature and sea level projection graphs to 2100 <p style="text-align: center;"><u>Employability skills</u></p> <ul style="list-style-type: none"> • Self-management • Informed • Numeracy • Communication • Digital skills • 	<p>Our planet is our source of food, water, shelter and protection from the harsh radiation of the Sun. Investigating natural processes, such as the climate system, helps us understand how they function and how we can prepare for them and deal with their effects. But not all the Earth’s hazards are entirely natural. Humans have an increasing impact on shaping the Earth and its climate, making it an increasingly hazardous place to live.</p> <p>This will build on students learning from Ks3 including Hadley cells, the enhanced greenhouse effect and the impacts of climate change.</p>
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