

<u>Timeline</u>	<u>Topic</u>	<u>Key concepts and knowledge</u>	<u>Skills development</u>	<u>Rationale</u>
4 weeks (Sept)	Fieldwork	<ul style="list-style-type: none"> • What kind of questions can be investigated through fieldwork in urban environments? • How can qualitative, primary data be collected on the views and perceptions of quality of life? • How can quantitative, primary data be used to collect data on environmental quality? • How can secondary, census data be used to investigate quality of life in an urban area? • What other secondary data could be used to investigate quality of life in an urban area? • What kinds of questions can be investigated through fieldwork in river environments? • How can quantitative, primary data be collected to measure changes in river channel characteristics. 	<ul style="list-style-type: none"> • Generating the types of questions suitable for fieldwork. • Data collection • Data presentation (bar charts, compound bar chart, word clouds, radar graphs, located proportional circles, field sketch, annotated maps) • Data analysis • Evaluation <p style="text-align: center;"><u>Employability skills</u></p> <ul style="list-style-type: none"> • Self-management • Informed • Numeracy • Communication • Digital skills 	<p>Fieldwork is a key geographical skill. This unit will allow students to build on their understanding of fieldwork from KS3. This unit will also develop students understanding of the UKs human and physical Geography developed throughout Yr10.</p>

		<ul style="list-style-type: none"> • How can qualitative primary data be collected to investigate factors that might influence flood risk? • How can secondary, flood risk map, data be used to investigate flood risk along a river? • What other secondary data can be used to investigate flood risk along a named river? 		
Oct - Nov	Hazardous Earth	<ul style="list-style-type: none"> • How are extreme weather events increasingly hazardous for people? • What impacts to tropical cyclones have on people and environments? • Why are some countries vulnerable to tropical cyclones? • How do countries prepare for and respond to tropical cyclones? • How does the Earth’s structure influence plate tectonics? • What happens when tectonic plates move? • What are the different types of volcanoes? 	<ul style="list-style-type: none"> • Use of GIS to track tropical cyclone movement • Use of weather and storm surge data to calculate Saffir-Simpson magnitude. • Use of social media sources, satellite images and socio-economic data to assess impact. • Interpretation of cross section of the Earth. • Use and interpretation of world map showing distribution of late boundaries and plates. • Use of Richter scale to compare magnitude of earthquake events. • Use of social media sources, satellite images and socio economic data to assess impact. <p style="text-align: center;"><u>British values</u></p>	<p>Our planet is our source of food, water, shelter and protection from the harsh radiation of the Sun. However, it can be a very dangerous place as well. The Earth has many natural hazards that affect the lives of people on different parts of the planet. Investigating natural processes, such as tectonics, 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</p>

		<ul style="list-style-type: none"> • What are the impacts of and responses to earthquakes? 	<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>climate, making it an increasingly hazardous place to live.</p> <p>This will build on students learning from KS3 including the impacts of tropical storms, the structure of the Earth, convection currents and plate boundary movements. It will also draw on their understanding about development.</p>
Dec-Feb	Development dynamics	<ul style="list-style-type: none"> • How do we define and measure development? • How do demographic data vary at different levels of development? • What are the causes and consequences of global inequalities? • How do development theories explain development? • Are top-down or bottom-up approaches to development more successful? 	<ul style="list-style-type: none"> • Comparing the relative ranking of countries using single versus composite (indices) development measures. • Interpreting population pyramid graphs for countries at different levels of development. • Using income quintiles to analyse global inequality. • Using numerical economic data to profile India, • Using proportional flow arrows to visualise trade patterns and flows. 	<p>There are different economic, social and political measures that can be used to assess how developed a country is. What are the relative merits of different measures of development? Countries at different levels of development show distinct differences in their demographic data. Over time, a range of factors has resulted in global inequality, and there are different theories to explain its causes</p>

		<ul style="list-style-type: none"> • How has India’s development been influenced by its location and global links? • How are globalisation and other changes in the economy linked to India’s development? • What impacts has rapid economic change in India had on its people and the environment? • How has India’s international role changed? • What are the conflicting views about development in India? 	<ul style="list-style-type: none"> • Using socio economic data to calculate difference from the mean, for core and periphery regions. <p style="text-align: center;"><u>British values</u> Tolerance of different cultures and religions Mutual respect</p> <p style="text-align: center;"><u>Employability skills</u> Self-management Informed Numeracy Communication Digital skills</p>	<p>and how it can be reduced. A number of strategies have been used to try and improve development which can be classes as top down or bottom up.</p>
Feb - Easter	Challenges of an urbanising world.	<ul style="list-style-type: none"> • Why is the world becoming increasingly urbanised? • How do social and economic changes lead to urbanisation? • Why are urban economies different in developing, emerging and developed countries? • Why and how do cities change over time? • What makes Mumbai a megacity? • How has Mumbai’s structure developed? • Why has Mumbai grown so rapidly? 	<ul style="list-style-type: none"> • Use and interpretation of line graphs and calculating rate of change / annual or decadal percentage growth. • Using satellite images to identify different land use zones in urban areas. • Using GIS/ Satellite images, historical images and maps to investigate spatial growth. • Using qualitative information to judge the scale of variations in quality of life. <p style="text-align: center;"><u>British values</u> Rule of law Democracy</p>	<p>Today more people live in urban areas than in rural areas. In 2007 for the first time in history, the number of people living in urban areas exceeded the number living in the countryside. The most urbanised regions are in North America, Latin America and the Caribbean, and Europe. Africa and Asia still have more people living in rural areas, but this is changing. Africa and Asia are now urbanising faster than the other global regions.</p>

		<ul style="list-style-type: none"> • What are the opportunities of living in Mumbai? • What are the challenges of living in Mumbai? • Why are there differences in quality of life in Mumbai? • Can top-down strategies make Mumbai more sustainable? • Can bottom up strategies make Mumbai more sustainable? 	<p>Tolerance of different cultures and religions Mutual respect</p> <p><u>Employability skills</u> Self-management Informed Numeracy Communication Digital skills</p>	<p>Urbanisation is a global process that has gathered speed since the last part of the 20th century and its effects are becoming more complex. In 1980, 40% of the global population lived in urban areas. By 2015 this had increased to 54% and by 2050 it is expected that 66% of the world’s population will be living in cities.</p> <p>Learning in this unit will build on students understanding from KS3 of urban characteristics, growth and challenges. It will also draw on their understanding of development from earlier in Yr11.</p>
Easter-Exams	Revision	Individual class teachers to direct revision in response to class / student needs.		