Use Geography in many potential jobs: Teaching, Criminology, Planning, Transport Logistics, Transport planning. ROAD MAPTO Study Geography at AHS 6th form THE GEOGRAPHY Study Geography at a Study Geography 6th form college **CURRICULUM** at University qualifications Throughout KS4 exam-style questions will be set as homework along with Pixl work booklets. to get a job These will be assessed & collated in the purple assessment books. Revision and exam preparation Changing economic world YEAR Challenges of resource management – food, water or energy. What is development & how is it measured? Global patterns of demand for food Uneven development & poverty – LIC case study – Uganda. Global patterns of food production – what food does the UK produce & how does this impact development. Reducing impacts of poverty. Water cycle – overview of processes Food deficit & food surplus. Aid & fair trade. River profiles - upper /middle / lower Impacts of food insecurity. Impacts of Shell in Nigeria. What is water stress & how is it impacted by climate? How does water Population/overpopulation & populations pyramids Hydrographs stress impact the availability of food. MEDC / LEDC flooding & management. Demographic transition model Hard & soft flood management Development Gap – evaluate developments strategies & analyse barriers to strategies. Physical fieldwork - investigate meanders on the River Erewash profiles flow velocity & discharge rates. - prep for Throughout KS4 exam-style assessments will be completed weekly in the purple assessment books fieldwork paper. & students will respond via red pen to teacher feedback using mark schemes where available. Coasts Processes -Mock exams will take place at the end of Y10, November Y11 & March Y11. erosion/transportation/depo Coastal landforms - bays & headlands. Impact of erosion of What are tectonic plates & how do they move? stakeholders - Holderness Urban issues & challenges. **YEAR** coast – Skipsea. What hazards form on which types of plate boundary? – Why do they Urbanisation – Social, economic & environmental causes & effects including push / pull factors. Analyse & evaluate differ depending on the type of boundary? Differences between rates of growth in LICs/MICs/HICs. defence strategies. Types of volcanoes, how they form & their impacts. (Montserrat) Hard & soft engir Earthquakes, how they form & their impacts. Tsunamis, how they form MIC case study – Rio. Location, Spatial layout & zones, significance, attractions, Favelas, Comparison to Mumbai. How do impacts & management of tectonic hazards differ & HIC & LIC HIC Case study – London. Location, Spatial layout & zones, wealth disparities between West/East, Evaluate management strategies & why stakeholders remain living in employment opportunities, transport systems, regeneration, Brownfield/Greenfield hazardous regions Human Fieldwork – Clonetowns. Students will investigate the hypothesis Heanor is a Clonetown' through various fieldwork techniques including house type/price surveys and business surveys. 2: Exam style end of unit 1: Exam style questions assessment on the above Preparation for field embedded in assessment topics. work paper books. Rivers & coasts. The living world YEAR Introduction to ecosystems. Small & scale Where is the world's Ice? Water cycle – overview of processes ecosystems (Biomes). Siberia & Siberian holes. 2: Exam style end of unit River profiles – upper /middle / lower course UK glacial landscapes MEDC / LEDC flooding & management. Changes in ecosystems. Glacial erosion, glacial movement topics. Coasts Introduction to the Amazon – location, & glacial moraine. features & adaptations of flora & fauna. Processes – erosion/transportation/deposition Living in glacial landscapes. Sustainability & exploitation in the Amazon. Coastal landforms - bays & headlands. Antarctica & living in Glacial **GCSE** Impact of erosion of stakeholders -Landscapes. <u>Japan</u> Holderness coast – Hornsea/Skipsea & Desertification & location, features & Threat & developme Location? Mappleton challenges in the western Desert. In Antarctica. Geography – landscape Population structure. Climate – different climate zones. Tectonic hazards Development & industry in Japan Sustainability in Japan **Tectonics** YEAR **Climate Change** What are tectonic plates & how do they move? Why is our climate changing – local, regional & global factors. Evidence for climate change – Keeling curve/Weather/Climate boundary? - Why do they differ depending on the pattern /changes. type of boundary? Human/natural causes – CO2 & Siberian Holes. Types of volcanoes, how they form & their impacts. Impacts of climate change Earthquakes, how they form & their impacts. Managing climate change. Tsunamis, how they form & their impacts. How do impacts & management of tectonic hazards differ & HIC & LIC countries? 4: Exam style end of unit 1: Exam style end of unit assessment on the above assessment on the above topics. topics. Weather & climate Topics covered: Types of weather Measuring weather conditions **Cloud Types** Air masses High/low pressure weather systems Synoptic charts Climate Graphs **Settlements** Transition: What is Geography -Map Skills YEAR Students will study: Students will study the Geography <u>Africa</u> Students will study core map skills Siting of early settlements – features & based around exam-standard OS maps Students will study: Skills covered: The Physical features of Africa Settlement Hierarchy Social, environmental & economic Symbols & categories of symbols **Functions** causes / locations factors of crime. The formation of the Atlas Direction Changing settlements Mountains Scale Using GIS to track crime. Flooding on the river Nile. Brownfield / Greenfield development. Physical/Human/Tourism/Ecotour 4 / 6 figure grid refs m features of Kenya. Crime prevention 2: Plan a route. 3: Exam style Reoccurring themes throughout each unit: 1.:Exam style Students plan a route using core skills. assessment on the Map skills assessment on the Stretch and challenge will be above topics. Sustainability topics above. demonstrated through wider map • Social, environmental & economic interpretation of landscape & built

environment.

HOMEWORK PROJECT: Students will

will work on for several weeks.

receive three formal projects which they

A formal assessment will be

carried out during this unit.

geography.Development

Analysing solutions

· Empathy with stakeholders.