

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Knowledge &amp; Skills</b>	<b>The Challenge of Natural Hazards</b> <ul style="list-style-type: none"> <li>What are natural hazards?</li> <li>Where do tectonic hazards occur?</li> <li>Plate boundaries</li> <li>Causes and effects of earthquakes and volcanic eruptions</li> <li>How to reduce the risk of living with tectonic hazards</li> <li>Living with the risk of tectonic hazards</li> <li>LIC and HIC case studies</li> <li>Why the effects vary between hazards</li> <li>Global atmospheric circulation</li> <li>Tropical storm formation</li> <li>Climate change impact on tropical storms</li> <li>Effects and responses to tropical storms</li> <li>Case study of a tropical storm</li> <li>Weather hazards in the UK</li> <li>Extreme weather in the UK</li> </ul>	<ul style="list-style-type: none"> <li>Somerset level floods</li> <li>Skills-OS maps, photo observation, map use</li> <li>Evidence of climate change</li> <li>Natural causes of climate change</li> <li>Human causes of climate change</li> <li>Adaption and mitigation of climate change</li> </ul> <b>The Changing Economic World</b> <ul style="list-style-type: none"> <li>Development across the World</li> <li>Development indicators</li> <li>Population through time- DTM and population pyramids</li> <li>Causes of the development gap</li> <li>Impacts of the development gap</li> </ul>	<ul style="list-style-type: none"> <li>Reducing the development gap</li> <li>Tourism in Jamaica</li> <li>Introduction to Nigeria</li> <li>Nigeria's context</li> <li>Political and trading relationships in Nigeria</li> <li>Nigeria's industry</li> <li>TNCs in Nigeria</li> <li>Aid in Nigeria</li> <li>Environmental issues in Nigeria</li> <li>Quality of life in Nigeria</li> <li>Changes to the UK's economy</li> <li>A post-industrial economy</li> <li>Science and business parks</li> <li>Environmental impacts of industry</li> <li>Changing rural landscapes</li> </ul>	<ul style="list-style-type: none"> <li>Changing transport infrastructure</li> <li>The north-south divide</li> <li>The UK in the wider world</li> </ul> <b>Coastal Landscapes</b> <ul style="list-style-type: none"> <li>UK Geography</li> <li>Waves</li> <li>Weathering</li> <li>Mass movement and erosion</li> <li>Transport and deposition</li> <li>Erosional features- headlands and bays, wave-cut notches and platforms</li> <li>Caves, arches, stacks and stumps</li> </ul>	<ul style="list-style-type: none"> <li>Depositional features</li> <li>Coastal landforms at Swanage</li> <li>Hard engineering</li> <li>Soft engineering</li> <li>Managed retreat</li> <li>Case study</li> </ul> <b>Fieldwork</b> <ul style="list-style-type: none"> <li>An introduction to fieldwork</li> <li>Location of our study sites</li> </ul>	<b>Fieldwork</b> <ul style="list-style-type: none"> <li>Introduction to our physical enquiry</li> <li>Methodology for our physical enquiry</li> <li>Data presentation and analysis of our physical enquiry</li> <li>Conclusion and evaluation of our physical enquiry</li> <li>Introduction to our human enquiry</li> <li>Methodology for our human enquiry</li> <li>Data presentation and analysis of our human enquiry</li> <li>Conclusion and evaluation of our human enquiry</li> </ul>
<b>Links to prior learning</b>	<ul style="list-style-type: none"> <li>Tectonics (Y9 Autumn 2)</li> </ul>	<ul style="list-style-type: none"> <li>Flooding (Y7 Summer 2)</li> <li>Climate change (Y9 Summer 1)</li> <li>Development (Y8 Spring 1)</li> </ul>	<ul style="list-style-type: none"> <li>Locational knowledge (through KS2+KS3)</li> <li>Globalisation (Y9 Autumn 2)</li> </ul>	<ul style="list-style-type: none"> <li>Coasts (Y8 Autumn 2)</li> <li>Glaciation (Y9 Spring 2)</li> </ul>	<ul style="list-style-type: none"> <li>Coasts (Y8 Autumn 2)</li> <li>Fieldwork (Y7 Summer 2, Y8 Summer 1, Year 9 Autumn 1)</li> </ul>	<ul style="list-style-type: none"> <li>Fieldwork (Y7 Summer 2, Y8 Summer 1, Year 9 Autumn 1)</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>Exam questions</li> <li>Mid-topic focused exam question</li> <li>Peer and self-assessment</li> </ul>	<ul style="list-style-type: none"> <li>Exam questions</li> <li>End of topic exam- including Living World</li> <li>Peer and self-assessment</li> </ul>	<ul style="list-style-type: none"> <li>Exam questions</li> <li>Mid-topic exam</li> <li>Peer and self-assessment</li> </ul>	<ul style="list-style-type: none"> <li>Exam questions</li> <li>End of topic exam- including Natural hazards</li> <li>Peer and self-assessment</li> </ul>	<ul style="list-style-type: none"> <li>Exam questions</li> <li>End of topic exam- coasts</li> <li>Y10 mock exams</li> <li>Peer and self-assessment</li> </ul>	<ul style="list-style-type: none"> <li>Exam questions</li> <li>End of topic exam- including coasts</li> <li>Peer and self-assessment</li> </ul>
<b>Home learning</b>	<ul style="list-style-type: none"> <li>Flashcard creation</li> <li>Educake quizzes</li> <li>Exam questions</li> <li>Layered mind-map</li> </ul>	<ul style="list-style-type: none"> <li>Flashcard creation</li> <li>Educake quizzes</li> <li>Exam questions</li> <li>Layered mind-map</li> </ul>	<ul style="list-style-type: none"> <li>Flashcard creation</li> <li>Educake quizzes</li> <li>Exam questions</li> <li>Peel-it activity</li> <li>Pairs activity</li> <li>Storyboard</li> </ul>	<ul style="list-style-type: none"> <li>Flashcard creation</li> <li>Educake quizzes</li> <li>Exam questions</li> <li>Heads and tails</li> <li>Extend it activity</li> </ul>	<ul style="list-style-type: none"> <li>Flashcard creation</li> <li>Educake quizzes</li> <li>Exam questions</li> <li>Revision clock</li> </ul>	<ul style="list-style-type: none"> <li>Flashcard creation</li> <li>Educake quizzes</li> <li>Exam questions</li> </ul>
<b>Cultural Capital and extra-curricular opportunities</b>	<ul style="list-style-type: none"> <li>Case studies</li> <li>Documentaries on natural disasters</li> </ul>	<ul style="list-style-type: none"> <li>Links to climate change debates, COP summits, and UK flooding resilience projects</li> </ul>	<ul style="list-style-type: none"> <li>Study of Jamaica and Nigeria.</li> <li>Real-world links to aid and TNCs</li> </ul>	<ul style="list-style-type: none"> <li>UK case studies (north–south divide, industry changes)</li> <li>Debates on inequality</li> </ul>	<ul style="list-style-type: none"> <li>Virtual visit to UK coastline</li> </ul>	<ul style="list-style-type: none"> <li>Fieldwork visit to Heysham and Morecambe</li> <li>Practical enquiry experience</li> </ul>
<b>Literacy</b>	<ul style="list-style-type: none"> <li>Tier 3 vocabulary: tectonic, hazard, seismic wave, plate margin, conservative, constructive, destructive primary, secondary,</li> <li>Practice structuring 6- and 9-mark answers</li> </ul>	<ul style="list-style-type: none"> <li>Tier 3 vocabulary: adaptation, mitigation, development, HIC, LIC, NEE, development indicator, literacy rate, life expectancy, GDP, HDI</li> <li>Practice structuring 6- and 9-mark answers</li> </ul>	<ul style="list-style-type: none"> <li>Tier 3 vocabulary: development gap, industrialisation, TNCs, inequality, developmental aid, emergency aid, quality of life</li> <li>Practice structuring 6- and 9-mark answers</li> </ul>	<ul style="list-style-type: none"> <li>Tier 3 vocabulary: constructive, destructive, weathering, erosion, headland, bay, arch, stack, stump, hydraulic action, abrasion, attrition,</li> <li>Practice structuring 6- and 9-mark answers</li> </ul>	<ul style="list-style-type: none"> <li>Tier 3 vocabulary: erosion, deposition, sand dune, spit, bar, longshore drift, swash, backwash, beach replenishment, dune stabilisation, sea wall, groyne gabion, groyne, perpendicular</li> <li>Practice structuring 6- and 9-mark answers</li> </ul>	<ul style="list-style-type: none"> <li>Tier 3 vocabulary: analysis, mean, range, evaluate, ranging pole, environmental quality, beach profile, clinometer, bias</li> <li>Report writing for fieldwork conclusions and evaluations.</li> <li>Practice structuring 6- and 9-mark answers</li> </ul>
<b>Numeracy</b>	<ul style="list-style-type: none"> <li>Graphs and data interpretation (earthquakes, storms, climate graphs).</li> </ul>	<ul style="list-style-type: none"> <li>Use of climate graphs, line and bar graphs for weather hazards.</li> <li>OS map scales</li> </ul>	<ul style="list-style-type: none"> <li>Population pyramids,</li> <li>DTM analysis,</li> <li>GDP and development statistics.</li> </ul>	<ul style="list-style-type: none"> <li>Data analysis of economic growth and trade figures.</li> </ul>	<ul style="list-style-type: none"> <li>Coastal erosion rates, wave frequency calculations,</li> <li>OS map scales.</li> </ul>	<ul style="list-style-type: none"> <li>Fieldwork data presentation: graphs, charts,</li> <li>Statistical analysis- mean/range</li> </ul>
<b>Careers Information, Education, Advice and Guidance (CEIAG)</b>	<ul style="list-style-type: none"> <li>Volcanologist,</li> <li>Seismologist,</li> <li>Disaster management.</li> </ul>	<ul style="list-style-type: none"> <li>Meteorologist,</li> <li>Climate scientist,</li> <li>Emergency planner.</li> </ul>	<ul style="list-style-type: none"> <li>Economist,</li> <li>International development officer,</li> <li>NGO worker.</li> </ul>	<ul style="list-style-type: none"> <li>Urban planner,</li> <li>Transport planner,</li> <li>Government advisor.</li> </ul>	<ul style="list-style-type: none"> <li>Coastal engineer</li> <li>Environmental consultant,</li> <li>Geologist.</li> </ul>	<ul style="list-style-type: none"> <li>Field researcher,</li> <li>Data analyst,</li> <li>Geography teacher.</li> </ul>
<b>Spirituality</b>	<ul style="list-style-type: none"> <li>Reflection on human vulnerability and resilience to natural disasters</li> </ul>	<ul style="list-style-type: none"> <li>Ethical debates around responsibility for climate change and global impacts</li> </ul>	<ul style="list-style-type: none"> <li>Reflection on global inequality and fair trade</li> </ul>	<ul style="list-style-type: none"> <li>Ethics of aid, economic development, and sustainability</li> </ul>	<ul style="list-style-type: none"> <li>Balance between human need and natural coastal conservation</li> </ul>	<ul style="list-style-type: none"> <li>Responsibility in using environments sustainably during fieldwork</li> </ul>
<b>How can parents support the curriculum?</b>	<ul style="list-style-type: none"> <li>Encourage students to watch documentaries and follow news on natural disasters.</li> <li>Test using flashcards</li> <li>Check on revision material and book is up to date for missed lessons.</li> </ul>	<ul style="list-style-type: none"> <li>Support with revision on climate change causes and impacts</li> <li>Test using flashcards</li> <li>Check on revision material and book is up to date for missed lessons</li> </ul>	<ul style="list-style-type: none"> <li>Discuss globalisation and development in the news</li> <li>Encourage case study research.</li> <li>Test using flashcards</li> <li>Check on revision material and book is up to date for missed lessons</li> </ul>	<ul style="list-style-type: none"> <li>Talk about UK economic changes and inequality</li> <li>Support exam preparation for upcoming mocks</li> <li>Test using flashcards</li> <li>Discuss mock exam results and encourage self-reflection</li> <li>Check on revision material and book is up to date for missed lessons</li> </ul>	<ul style="list-style-type: none"> <li>Visit coastal areas</li> <li>Discuss coastal management strategies</li> <li>Test using flashcards</li> <li>Check on revision material and book is up to date for missed lessons</li> </ul>	<ul style="list-style-type: none"> <li>Help with revision timetables for over the Summer break</li> <li>Support preparation and write-up of fieldwork</li> <li>Check on revision material and book is up to date for missed lessons.</li> <li>Over Summer, encourage independent completion of past exam papers and self-marking of these</li> </ul>