

**Declarative**

What will I **know**?

**Procedural**

What will I **do**?

**Disciplinary Literacy**










What key words will I **speak**?

**Assessment**

When will I be **assessed**?

Autumn Term

			Declarative What will I <b>know</b> ?	Procedural What will I <b>do</b> ?	Disciplinary Literacy What key words will I <b>speak</b> ?	Assessment When will I be <b>assessed</b> ?	
1	Fieldwork	U1	<ul style="list-style-type: none"> <li>How to write up a physical fieldwork enquiry including, methodology, data presentation, data analysis and conclusions and overall evaluation of the process.</li> </ul>	<ul style="list-style-type: none"> <li>Many graphs and charts</li> </ul>	Bedload, Angularity, Velocity, Flow, Methodology		
		U2	<ul style="list-style-type: none"> <li>How to write up a human fieldwork enquiry including, methodology, data presentation, data analysis and conclusions and overall evaluation of the process.</li> </ul>	<ul style="list-style-type: none"> <li>Exemplar answers</li> </ul>	Pedestrian, Environmental, Bias, Economic, Multiplier Effect		
			<ul style="list-style-type: none"> <li>How fieldwork is going to be assessed in the Unit 1 and Unit 2 exams</li> </ul>	--	--	A 13-mark <b>Topic Assessment</b> for Fieldwork	
	2	UK in the 21 <sup>st</sup> Century	Issues	<ul style="list-style-type: none"> <li>The human and physical geographical characteristics of the UK, including population density, land use, rainfall and relief, and significant issues associated with these characteristics, including water stress and housing shortages.</li> </ul>	<ul style="list-style-type: none"> <li>Population density choropleth maps</li> </ul>	Clusters, Ageing, Youthful, Demand, Sparse / Mountainous, Deficit, Surplus, Drought, Sufficient	
			Population	<ul style="list-style-type: none"> <li>An overview of population trends in the UK since 2001, using population pyramids and migration statistics, to determine its position on the Demographic Transition Model.</li> <li>The causes, effects, spatial distribution and responses to an ageing population.</li> </ul>	<ul style="list-style-type: none"> <li>Population pyramids</li> </ul>	Fluctuating, Demographic, Transition, Model, Economically Active / Healthcare, Care workers, Proportion, Retirement, Economically dependent	
				<ul style="list-style-type: none"> <li>A summary of the how the population structure and ethnic diversity of London has changed since 2001.</li> </ul>	--	Language, Accents, Lifestyle, Values, Enticing	A significant piece of <b>Home Learning</b> for London Population Change
			Economics	<ul style="list-style-type: none"> <li>Identify major economic changes in the UK since 2001 by examining changes in the job market including political priorities, changing employment sectors and working hours.</li> </ul>	--	Investment, Computing, Unemployment, Zero-hours, Maternity	
3	CEMEs		<ul style="list-style-type: none"> <li>The pattern of core UK economic hubs</li> <li>The changes seen in Salford Quays and its significance to its region and the UK.</li> </ul>	<ul style="list-style-type: none"> <li>UK Hub map &amp; annotation</li> </ul>	Concentrated, Influence, Tertiary, Quaternary, Business Park		
			<ul style="list-style-type: none"> <li>All the topics that will be covered in my CEMEs and what the expectations are of the examinations.</li> </ul>	--	--		
4	UK in the 21 <sup>st</sup> Century	U1	<ul style="list-style-type: none"> <li>How well I revised for my first Unit 1 mock and how well I applied this revision to the examination.</li> </ul>	--	--	A full Unit 1 <b>GCSE Exam Paper</b> with Fieldwork	
		U2	<ul style="list-style-type: none"> <li>How well I revised for my first Unit 2 mock and how well I applied this revision to the examination.</li> </ul>	--	--	A ½ Unit 2 <b>GCSE Exam Paper</b> with Fieldwork	
		Socio-political	<ul style="list-style-type: none"> <li>The UK's political role in the Russia-Ukraine conflict through its participation in the UN, G7 and NATO.</li> </ul>	<ul style="list-style-type: none"> <li>Articles</li> <li>Ukraine map</li> </ul>	NATO, Cooperation, Negotiations, Sanctions, Condemned		
5	UK in the 21 <sup>st</sup> Century		<ul style="list-style-type: none"> <li>The UK's media exports and their global influence including television programmes and film.</li> </ul>	<ul style="list-style-type: none"> <li>Box office figures</li> </ul>	Authentic, Distinct, Traditional, Empire, Carnival		
			<ul style="list-style-type: none"> <li>The contribution of ethnic groups to the cultural life of the UK through food.</li> </ul>	<ul style="list-style-type: none"> <li>Ethnicity pie charts</li> </ul>	Windrush, Polish, Reggae, Economic Migrant, Oppression	A 13-mark <b>Topic Assessment</b> for UKs Global Influences	

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1	8 Resource reliance	Supply & demand	<ul style="list-style-type: none"> <li>The factors leading to demand outstripping supply of food, energy and water.</li> <li>How environments and ecosystems are used and modified by humans through to provide food, energy and water.</li> </ul>	--	Riots, Nutritious, Malnourished, Consumption, Standard of living / Mechanisation, Commercial, Aquaculture, Dredging, Biodiversity		
			<ul style="list-style-type: none"> <li>The term 'food security' and the human and physical factors which influence this.</li> <li>How world patterns of access to food are illustrated, such as the world hunger index and average daily calorie consumption.</li> </ul>	 Hunger & food security mapping	Pests, Yields, Fertilisers, Pesticides, over-farming / Calorie, Index, Severity, Hunger, Illness		
			<ul style="list-style-type: none"> <li>The differences between Malthusian and Boserupian theories about the relationship between population and food supply.</li> </ul>	--	Exponential, Geometric/Arithmetic, Carrying capacity, Positive checks, Sufficient	A significant piece of <b>Home Learning</b> for Malthusian and Boserupian theories	
		4	Food security	<ul style="list-style-type: none"> <li>The sustainability of attempts to achieve food security, in relation to ethical consumerism, such as fairly traded goods and food waste and small scale 'bottom up' approaches, such as urban gardens and permaculture.</li> </ul>	 Article on Incredible Edible	Artificial, Eutrophication, Herbicides, Labour intensive, Preserve	
				<ul style="list-style-type: none"> <li>The sustainability of attempts to achieve food security, in relation to food production, such as organic methods and intensive farming technological developments, such as GM crops and hydroponics</li> </ul>	--	Gene, Manipulation, Resistance, Nutrition, Interbreed	
		6	Tanzania	<p><b>CASE STUDY – Tanzania Food Security Programmes</b></p> <ul style="list-style-type: none"> <li>statistics relating to food consumption and availability over time in Tanzania.</li> <li>The effectiveness of the Tanzania-Canada Wheat Programme in the <u>past</u> and the SAGCOT programme <u>currently</u> in their attempts to achieve food security at a national scale.</li> </ul>	 Mapping the project	Quality of life, Ethical, Cooperative, Packaging, Use-by date / Natural, Protect, Environmental Sustainability, Utilise, Food miles	
		7		<ul style="list-style-type: none"> <li>The success of one attempt in helping achieve food security at a local scale</li> </ul>	 Article on the Barabaig People	Expertise, Programme, Controversy, Soil fertility, Harvesting / Growth corridor, Foreign investments, Cluster, Commercial, Irrigation	
1	MOCK	U1	<ul style="list-style-type: none"> <li>How well I revised for my second Unit 1 mock and how well I applied this revision to the examination.</li> </ul>	Exam-based	--	A full Unit 1 <b>GCSE Exam Paper</b> with Fieldwork	
2		U2	<ul style="list-style-type: none"> <li>How well I revised for my second Unit 2 mock and how well I applied this revision to the examination.</li> </ul>	Exam-based	--	A full Unit 2 <b>GCSE Exam Paper</b> with Fieldwork	
3	Unit 3		<ul style="list-style-type: none"> <li>The layout of the Unit 3 exam, the expectations of the paper and how to annotate the resource booklet and answer the lower-tariff questions</li> </ul>	--	--		
4			<ul style="list-style-type: none"> <li>How to synthesise information from the Resource Booklet and formulate an evaluation on an issue/concept and put that down in the higher-tariff questions.</li> </ul>	 Graphs and charts from the resource booklet	--		
5			<ul style="list-style-type: none"> <li>How to answer a full Unit 3 exam and use feedback on this exam to improve my weakest areas.</li> </ul>	 Graphs and charts from the resource booklet	--		

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Summer Term

1

Revision & Recap

Unit 1

- Unit 1 topics 1 – Global hazards & 2 – Changing Climates

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A full Unit 3 GCSE Exam Paper

2

- Unit 1 topics 3 – Distinctive Landscapes & 4 – Sustaining Ecosystems

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Unit 2

- Unit 2 topics 5 – Urban Futures & 6 – Dynamic Development

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4

- Unit 2 topics 7 – UK in the 21<sup>st</sup> Century & 8 – Resource Reliance

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GCSE Exam Season

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