



The English Martyrs Catholic School and Sixth Form College

<u>Geography Year 11</u>	<u>Module 1 Hazards</u>	<u>Module 2 Urban Issues and Challenges</u>	<u>Module 3a The challenge of Resource Management/Food</u> 3b Pre-release
<u>Topic Theme and Intent</u>	The aims of this unit are to develop an understanding of the tectonic, geomorphological, biological and meteorological processes and features in different environments, and the need for management strategies governed by sustainability and consideration of the direct and indirect effects of human interaction with the Earth and the atmosphere.	This unit is concerned with human processes, systems and outcomes in urban environments of different levels of development. Lagos has been chosen as the case study for an 'urban environment in a LIC or a NEE' because of its links to the changing economic world's case study for a NEE of Nigeria (yr 10). Knowledge of the challenges in northern Nigeria, and an understanding of the quality of life in Nigeria as a whole will help students to form an understanding of the reasons for urbanisation in Nigeria. London is our HIC example case study	In this section, students are required to study Resource management. Resources such as food, water and energy are needed for basic human development and this unit links well with other human units where inequality and environmental issues are explored. Success to these three resources affects economic, and social well being of people and countries. Following exploration of the global distribution of resources we study food in depth. Before the exam a pre-release booklet is to be studied to carry out a unique and current 'Issue Evaluation' that is used in paper 3 of the GCSE
<u>Knowledge</u>	<ul style="list-style-type: none"> Natural hazards and risk Physical processes that lead to earthquake/volcanic activity The effects of, and responses to, a tectonic hazard vary between areas of contrasting levels of wealth Hazard Management Global atmospheric circulation Tropical storms The UK's weather hazards. 	<ul style="list-style-type: none"> A growing percentage of the world's population lives in urban areas. Urban growth creates opportunities and challenges for cities in LICs and NEEs Urban change in cities in the UK leads to a variety of social, economic and environmental opportunities and challenges. Urban sustainability requires management of resources and transport 	<ul style="list-style-type: none"> Food, water and energy are fundamental to human development. Changing demand and provision of resources in the UK creates opportunities and challenges. Demand for food resources is rising globally but supply can be insecure, which may lead to conflict. Different strategies can be used to increase food supply.
<u>Skills</u>	Atlas maps: latitude and longitude; recognise and describe distributions and patterns, Graphical skills: complete a variety of graphs and maps, interpret and extract information from different types of maps, graphs and charts, Statistical skills: sketch trend lines, draw lines of best fit	Statistical skills cumulative frequency (median, mean, range, mode); calculate percentage increase or decrease identify weaknesses in selective statistical presentation of data. interpret and extract information from different types of maps, graphs and charts, including population pyramids, choropleth maps, flow-line maps	label and annotate diagrams, maps, graphs, sketches, and photographs, be able to compare maps, photographs: use and interpret ground, aerial and satellite photographs, interpret and extract information from different types of maps, graphs and charts
<u>Literacy Links</u>	Reading - Interpret a range of texts Read extended writing on specific examples/ case studies/categorise text Writing - write like a geographer – evaluation/judgement/ sequenced and logical Oracy - Form opinions on certain geographical issues. High expectations in verbal answers and questions.	Reading - Reading journal article stretches and challenges Writing - Emphasis on exam based writing with a particular focus on 4 mark explain questions PEEL, BLT strategies (Point Evidence Explain Link and Because-Leads to-Therefore), 6/9 mark questions ('to what extent') focusing on Assessment Objectives (AO) use, vocabulary, and structure to achieve AO3 Oracy - Oracy objectives in the lessons focused on tier 3 vocabulary.	Reading skills - Keep up to date with current affairs/famine/global food prices changes etc. Writing skills - Continuation of BLT (6 marks highest stakes) Oracy skills - High expectations of verbal language used by students. This should be evident in all lessons to develop 'expert Geographers'.
<u>Essential Vocabulary</u>	Conservative, Destructive, Constructive, Subduction, Oceanic, Continental, Epicentre, Focus, Geothermal, Mitigation, Primary effect, Secondary effect, Tropical storm, Cumulonimbus, Depression, Anticyclone	Life expectancy, GNI per capita, Birth rate, Death rate, Infant mortality, Quality of life, Human development index, Colonialism, Multiplier effect, Industrial structure, Demographic transition model, Transnational corporation, Post-industrial economy Primary, Secondary, Tertiary, Quaternary, North-south divide, Infrastructure	Agribusiness, Carbon footprint, Energy mix Fossil fuel, Local food sourcing Organic produce, Resource Management, Biotechnology, Famine, Food insecurity, Food security, Hydroponics, Irrigation, Permaculture, Sustainable development, Undernutrition, Urban farming

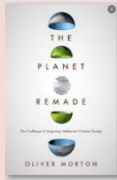
Disciplinary Reading

Reading for Pleasure

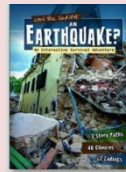


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Oliver Morton, *The Planet Remade*



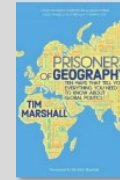
Can you survive an earthquake?



Hans Rosling, *Factfulness*



Tim Marshall, *Prisoners of Geography*



Can we protect people from natural disasters?

