

| <u>Timeline</u> | <u>Topic</u> | <u>Key concepts and knowledge</u> | <u>Skills development</u> | <u>Rationale</u> |
|-----------------|--------------|---|---|---|
| 20 lessons | India | <ul style="list-style-type: none"> • What are the key features of the site of India? • What is a biome and what are the main biomes in India? • What is the climate of India’s main biome? • How is the Tropical Rainforest biome structured? • How have animals adapted to the tropical rainforest biome? • What ecosystems are there are Carr Hill high school and how can we investigate them? • What can we learn about the long profile of rivers from the Ganges? • What is a landform and at which stage in a river are different landforms found? • Why is the Ganges important to the people of India and how is it used? • What do geographers mean by development and how developed is India? • How does GDP vary within India and how does this lead to rural – urban migration? • What is a megacity? • What is life in an Indian megacity like (Kolkota)? • How has rural-urban migration led to the development of slums in Kolkota and what are they like? • What is globalisation and how globalised is India? • What is a tropical cyclone and what were the impacts of cyclone Fani? | <p style="text-align: center;">Map skills (Use of Atlas maps) Use and interpretation of bar charts. Use and interpretation of diagrams Field sketching Use and interpretation of climate graphs Use and interpretation of maps showing variation of GDP.</p> <p style="text-align: center;"><u>British values</u> Rule of law Democracy Tolerance of different cultures and religions Mutual respect Individual liberty.</p> <p style="text-align: center;"><u>Employability skills</u> Self-management Informed Numeracy Communication Digital skills</p> | <p>We are learning about India because it is one of the most populated countries in the World. It is a BRIC country that is rapidly developing and is beginning to have more and more influence over the rest of the World.</p> <p>Learning in this unit will build on student’s global knowledge from KS1/2. Students will have studied Countries in Europe and North and South America applying their knowledge and understanding of physical and human Geography to a country in a contrasting continent (Asia).</p> |

| | | | | |
|------------|-------|--|---|--|
| 15 lessons | China | <ul style="list-style-type: none"> • What are the key features of the site of China? • How is the climate of China affected by the Himalayas? • How have the Himalayas been shaped by glaciation? • What is geology? What different rock types can be found in the Himalayas? • What other landscapes are there in China? • How does China’s limestone landscape compare to limestone landscapes in the UK? • What is an earthquake and where do they happen? • What were the primary and secondary effects of the Sichuan earthquake? • How developed is China? How has development in China changed over time? • What is the relationship between GDP per capita and life expectancy – why does this relationship exist? • How does life vary between east and west China? • What was the one child policy and how effective was it? • What is tourism and what tourist attractions are there in China? • How has globalisation led to the growth of factories in China? | <p>Map skills (use of Atlas maps) Use of maps showing temperature and precipitation Using and producing diagrams. Independent research Map skills (use of OS maps, 4 figure grid references and use of a key) Use of maps showing tectonic boundaries Graph analysis</p> <p><u>British values</u></p> <p>Rule of law Tolerance of different cultures and religions Mutual respect Individual liberty</p> <p><u>Employability skills</u></p> <p>Digital skills Creativity Self-management</p> | <p>We are learning about China because it is the most populated country in the World. 19% of all the people in the World live in this country. It is a country that is rapidly developing and is beginning to have more and more influence over the rest of the World. It is another example of a BRIC country.</p> <p>Learning in this unit will build on student’s knowledge of key concepts from term one such as site, climate, development and globalisation as well as introducing new concepts such as glaciation, geology and tectonics.</p> |
|------------|-------|--|---|--|

| | | | | |
|---------------|-------------------|--|--|---|
| <p>Brazil</p> | <p>15 lessons</p> | <ul style="list-style-type: none"> • What are the key features of the site of Brazil? • What are physical and human features and what are the key physical human and physical features of Brazil? • What natural resources are found in Brazil? • What is Sugarloaf Mountain and how did it form? • What are the positives and negatives of tourism in Brazil? • What is sustainable tourism? • What is Zika virus and how did it affect Brazil? • What is the enhanced greenhouse effect and how has it increased the risk of viruses like Zika? • How do my actions contribute to climate change and what could I do about this? • What is a favela? What are Rios favelas like? • What are the challenges and opportunities of urban growth? • What is life like in Rio de Janeiro for different groups of people? • What is the Rio carnival and how has migration contributed to its development | <p style="text-align: center;">Map skills (Atlas maps) Reading for understanding Use of keys on maps Independent working Annotation of photographs</p> <p style="text-align: center;"><u>British values</u></p> <p style="text-align: center;">Tolerance of different cultures and religions. Mutual respect</p> <p style="text-align: center;"><u>Employability skills</u></p> <p style="text-align: center;">Creativity Problem solving self-management Team work Time management</p> | <p style="text-align: center;">We are learning about Brazil because it is the largest country in South America. Students may have studies regions in Brazil as part of their studies at KS3, this will build on their knowledge of the country by extending their understanding of this BRIC country.</p> <p style="text-align: center;">Learning in this unit will build on student’s knowledge of key concepts from term one and two such as site, geology, tourism, rural-urban migration and urban growth and inequality. It will also introduce new concepts such as physical and human features, natural resources, the enhanced greenhouse effect and the cultural impacts of migration.</p> |
|---------------|-------------------|--|--|---|

| | Biomes, weather and climate | Rivers, coasts and glaciation | Tectonics and geology |
|---|---|---|---|
| 7 | <p>Definition of ‘ecosystem’ and named examples</p> <p>Definition of ‘biome’</p> <p>Where the World’s main biomes are located.</p> <p>The climate of the tropical rainforest biome. (temperature and rainfall)</p> <p>How high rainfall has led to a unique structure in the Tropical Rainforest</p> <p>How the Lion Tailed Macaque has adapted to thrive in the tropical rainforest.</p> <p>The evidence for global warming</p> <p>The Human causes of global warming (CO2)</p> <p>The impacts of global warming</p> <p>How temperature and precipitation are measured</p> <p>How geographical information on weather is presented on a climate graph</p> <p>Where tropical cyclones form</p> <p>The impacts of tropical cyclones (Cyclone Fani)</p> | <p>What the long profile of a river looks like.</p> <p>Identification of river landforms found in the upper, middle and lower course (source, waterfalls, v-shaped valleys, meanders, flood plains, deltas, mouth)</p> <p>How the height above sea level of a river changes from source to mouth.</p> <p>How the width of the river changes from source to mouth.</p> <p>Human uses of rivers (The River Ganges)</p> <p>Definition and recognition of a glacier</p> <p>How glaciers have shaped our land in the past (UK – Lake District)</p> <p>Identification of glacial landforms (U shaped valleys, Corries, Arêtes, Peaks)</p> | <p>Volcanoes and earthquakes happen at tectonic plate boundaries.</p> <p>Impacts of tectonic hazards. (China earthquake)</p> <p>How the Richter scale is used to measure the impact of earthquakes.</p> <p>Rock types (igneous, metamorphic, and sedimentary.)</p> <p>Mountains are found in certain locations around the globe.</p> <p>The formation of sedimentary rock including limestone.</p> <p>The features of limestone landscapes including sink holes, resurgences, caves and limestone pavements. (China and UK (Malham)).</p> |
| 8 | <p>How latitude influences the location of the Worlds biomes.</p> <p>How atmospheric circulation influenced the location of dry biomes (Arabian desert)</p> <p>The climate of the taiga biome.</p> <p>Soils in the Taiga are thin and nutrient poor.</p> <p>Plant adaptations (including to the taiga biome (Reindeer moss))</p> | <p>How water is transported through the hydrological cycle and Lake Baikal as a freshwater store.</p> <p>How erosion leads to the formation of waterfalls (weak rock Vs hard rock.</p> <p>Formation of Iguazu falls)</p> <p>How erosion and deposition leads to the formation of meanders and ox bow lakes (The River Nile)</p> | <p>The structure of the Earth (inner core, outer core, mantle crust including temperature and physical state)</p> <p>How convection currents are the drivers of tectonic plate movement.</p> <p>The Pacific Ring of Fire is a tectonically significant location.</p> |

| | | | |
|----------|---|---|--|
| | <p>The resources humans take from biomes (softwood from the Taiga) How we, as individuals, contribute to the enhanced greenhouse effect How global warming has affected biomes (desertification in Sub-Saharan Africa) How humans can manage desertification (The Great green wall) How the temperate grassland, desert and semi desert biomes compare (climate, vegetation, animals). How Hadley cells lead to the formation of deserts in the Middle East.</p> | <p>How deposition leads to the formation of deltas (Nile delta) Rivers, coasts and glaciers all erode. How erosion takes place (abrasion) How coastal landscapes can vary (Coastlines of Africa) How coastal erosion can lead to the formation of arches, stacks and stumps on headlands.</p> | <p>How tectonic plates move at a converging plate boundary. (The Kamchatka peninsula Russia) Composite volcanoes are a feature of converging plate boundaries. Main characteristics of composite volcanoes. How tectonic plates move at diverging plate boundaries. (The great Rift Valley, Africa) The formation of igneous rocks including Basalt and Granite Mountains are formed by the movement of tectonic plates. Landscapes formed by sedimentary rocks.</p> |
| <p>9</p> | <p>How altitude and soil type have played a role in biome distribution How the biosphere regulates the atmosphere How nutrients move round in a cycle. How nutrient cycling varies in contrasting biomes (Taiga and the TRF) The main threats to TRF and taiga biomes (deforestation, commercial agriculture, urbanisation, climate change) How humans can manage threats to biomes (CITES and REDD, national parks) The role of methane in the enhanced greenhouse effect.</p> | <p>How physical factors can affect storm hydrographs (geology and slopes) How high rainfall can lead to river floods. The impacts of river floods on people (New York 2021). How the exploitation of energy resources can lead to the pollution of river systems in Canada’s Taiga forest.</p> | <p>How geology can affect the likelihood of a river flooding (impermeable rocks Vs permeable rocks) How access to energy resources is affected by geology. How geology can influence the location of biomes locally (Eg alkaline soil in limestone areas eg Malham)</p> |

| | | | |
|--|--|--|--|
| | <p>The role of deforestation in the enhanced greenhouse effect. The impact of climate change on tropical rainforest biomes The impact of climate change on taiga biomes?</p> | | |
|--|--|--|--|

| | Population, migration and urbanisation | Development, geopolitics and globalisation | Employment and natural resources |
|---|---|---|---|
| 7 | <p>How variations in GDP in Indian states has led to rural-urban migration.</p> <p>How urban areas have grown as a result of rural-urban migration.</p> <p>Megacity definition and global locations (Asia as a centre of megacity growth).</p> <p>Opportunities available in megacities. (Jobs, education, healthcare)</p> <p>How the population of China has grown over time</p> <p>The growth of slums as a result of rural-urban migration (Kolkata)</p> | <p>Definition of development</p> <p>How Geographers categorise countries as developing, emerging or developed.</p> <p>How GDP per capita is used to measure development.</p> <p>How life expectancy is used to measure development.</p> <p>Definition of globalisation.</p> <p>The role of Trans-National corporations in globalisation.</p> | <p>Define primary sector employment and name examples.</p> <p>Define secondary sector employment and name examples.</p> <p>Define tertiary sector employment and name examples.</p> <p>Employment opportunities vary in rural Vs urban areas (as a driver for rural-urban migration in emerging and developing countries).</p> <p>Costs and benefits of tourism</p> |
| 8 | <p>Population density</p> <p>Variations of population density within a country (Russia)</p> <p>Reasons for varying population density (in Russia)</p> <p>How city growth can be observed using satellite images of cities.</p> <p>Forced migration from Syria.</p> | <p>Conflict in the Arctic.</p> <p>Russia/ Ukraine conflict and NATO.</p> <p>Russia as a global superpower.</p> <p>How HDI is used as a composite measure of development.</p> <p>How aid (bilateral, multilateral and voluntary) can support the development of emerging and developing countries.</p> <p>The causes of inequality between nations.</p> <p>How outsourcing has accelerated globalisation.</p> <p>Conflict in the Middle East (Syria and Israel/ Palestine)</p> | <p>How outsourcing has led to the growth of secondary sector employment in developing and emerging countries.</p> <p>The positives and negatives of outsourcing on workers in emerging and developing countries.</p> <p>Classifying energy resources.</p> <p>Oil is found in sedimentary rock and the process of extraction.</p> |

| | | | |
|----------|---|--|---|
| <p>9</p> | <p>Migration policies in the USA (Trumps wall) How Malthus describes the relationship between population and resources. How Boserup describes the relationship between population and resources. How population growth leads to increased energy consumption. How population growth leads to increased consumption of resources such as food and water.</p> | <p>Rostow’s model The USA as a superpower. How population pyramids can be linked to levels of development (triangular = developing country, rectangular=developed country) How energy consumption is influenced by a countries level of development. How consumption of food and water is influenced by a countries level of development. The relationship between development and deforestation (countries with TRFs that have large areas deforested are more economically developed). How globalisation has allowed global agreements on climate change and deforestation. How economic development has led to variations in energy consumption per capita. How periods of economic boom Vs recession affect energy consumption. Economic benefits of exploiting conventional oil and gas resources.</p> | <p>How changing economic activity has led to decreasing carbon emissions in developed countries. Employment opportunities created by increasing environmental awareness.</p> |
|----------|---|--|---|