



The curriculum for this stage of students' education has been designed to develop an understanding of the physical environment both in the UK and at a global scale. Students will develop an appreciation for how physical processes have shaped the way we live and the need to maintain the delicate balance between human activity and the natural world. The aim is that students develop the ability to interpret and analyse a wide range of data to appreciate the different ways people are affected by physical changes to the environment in order to increase their level of sensitivity to the plight of others.

<p><b>HALF TERM 1 CHANGING CITIES</b> <b>STUDENTS MUST KNOW:</b></p> <ul style="list-style-type: none"> <li>The global process of urbanisation and degree of urbanisation across the UK.</li> <li>A case study of a major city in the UK - Birmingham</li> </ul> <p>To include:-</p> <ul style="list-style-type: none"> <li>Site, situation and connectivity.</li> <li>Land use patterns and process that make urbanisation distinctive.</li> <li>Migration and population characteristics.</li> <li>Causes of deindustrialisation and the impacts it has on the inequality in the city and quality of life.</li> <li>Changes in retailing.</li> <li>Management strategies to make living in the city more sustainable.</li> <li>A case study of a major developing world city - Mexico City</li> </ul> <p>To include:-</p> <ul style="list-style-type: none"> <li>Site, situation and connectivity.</li> <li>Land use patterns and process that make urbanisation distinctive.</li> <li>Migration and population characteristics.</li> <li>How has the city grown and what has been the impact on the quality of life?</li> <li>Evaluation of the strategies and the role of government policies in reducing inequality.</li> </ul> <p><b>HOW THIS WILL BE ASSESSED:</b> A formal assessment of GCSE Knowledge Paper 2 with a focus on extended writing to compare and contrast case studies.</p>	<p><b>HALF TERM 2 GEOGRAPHICAL INVESTIGATIONS</b> <b>STUDENTS MUST KNOW:</b></p> <p>Changing city environments - investigating change in central urban areas through fieldwork</p> <ul style="list-style-type: none"> <li>Formulating enquiry questions.</li> <li>Fieldwork methods and techniques including one quantitative and one qualitative technique.</li> <li>Secondary sources of data.</li> </ul> <p><b>HOW THIS WILL BE ASSESSED:</b> A formal assessment of GCSE Skills Paper 3 with a focus on describing and explaining fieldwork methods and data.</p> <p><b>WATER RESOURCE MANAGEMENT</b></p> <ul style="list-style-type: none"> <li>Definition and classification of natural resources and how environments can be changed by their exploitation.</li> <li>Global and UK variety and distribution of natural resources.</li> <li>Global patterns of the use and consumption of food, energy and water.</li> <li>How the global distribution of water varies.</li> <li>The differences in the water consumption between developed and developing countries.</li> <li>Why the UK and developing countries have water supply problems.</li> <li>How different stakeholders have different opinions to exploiting water.</li> <li>How technology can resolve water shortages.</li> <li>How one developed and developing country have managed their water supply more sustainably.</li> </ul> <p><b>HOW THIS WILL BE ASSESSED:</b> A formal assessment of GCSE Knowledge Paper 2 with a focus on extended writing, applying knowledge of case studies and interpretation of maps and diagrams to identify distributions and trends</p>	<p><b>HALF TERM 3 GLOBAL DEVELOPMENT</b> <b>STUDENTS MUST KNOW:</b></p> <ul style="list-style-type: none"> <li>Contrasting ways to define and measure development.</li> <li>The global pattern of development and the factors that create it.</li> <li>The impact of uneven development.</li> <li>The range of strategies to reduce global inequality.</li> </ul> <p><u>Case study of a developing country - India.</u></p> <p>To include: -</p> <ul style="list-style-type: none"> <li>Location, social and cultural context.</li> <li>Level of uneven development throughout the country.</li> <li>Changes to the economy and trade.</li> <li>Changes in the population structure.</li> <li>Geopolitical relationships.</li> <li>Consequences and solutions to rapid urbanisation.</li> </ul> <p><b>HOW THIS WILL BE ASSESSED:</b> A formal assessment of GCSE Knowledge Paper 2 with a focus on analysing and interpreting data.</p>
<p><b>HALF TERM 5 REVISION PROGRAMME</b> <b>STUDENTS MUST KNOW:</b></p> <ul style="list-style-type: none"> <li>Demonstrate knowledge of locations, places, processes and environments at different scales.</li> <li>Demonstrate geographical knowledge of concepts and how they are interrelated to places, environments and processes.</li> <li>Apply knowledge and understanding to interpret, analyse and evaluate geographical information to make judgements.</li> <li>Select use and adapt a variety of skills and techniques to investigate questions.</li> </ul> <p><b>HOW THIS WILL BE ASSESSED:</b> A range of formal assessments of GCSE Knowledge Paper 1 with a focus on exam technique and application of knowledge of case studies and geographical terminology.</p>	<p><b>HALF TERM 5 REVISION PROGRAMME</b> <b>STUDENTS MUST KNOW:</b></p> <ul style="list-style-type: none"> <li>Demonstrate knowledge of locations, places, processes and environments at different scales.</li> <li>Demonstrate geographical knowledge of concepts and how they are interrelated to places, environments and processes.</li> <li>Apply knowledge and understanding to interpret, analyse and evaluate geographical information to make judgements.</li> <li>Select use and adapt a variety of skills and techniques to investigate questions.</li> </ul> <p><b>HOW THIS WILL BE ASSESSED:</b> A range of formal assessments of GCSE Knowledge Paper 2 &amp; 3 with a focus on exam technique and application of knowledge of case studies and geographical terminology.</p>	<p><b>HALF TERM 6</b></p>

Embedding this knowledge can be supported at home by using the online resources such as [www.s-cool.co.uk](http://www.s-cool.co.uk). To consolidate knowledge learnt in lessons wider reading of newspapers or viewing news reports will further deepen understanding of the impact of changes to our environment, flooding and challenges to the UK landscape.