Shrewsbury Academy

Geography

Through our rich and varied geographical journey we hope that as many students as possible continue their study of Geography into Key Stage 4. We will explore culture, **be creative** and inspire curiosity through our studies of the world, its landforms and its people. Our curriculum is **broad, balanced and inclusive** paving the way for students to be **confident in their own voice as well as understanding the voices of others.**

By teaching through a **de-colonising and anti-racist lens** we want students to understand their world and **not only relate to their local community but to our national and global communities**. Students will be exposed to more than the single story and understand the danger of only seeing one view of a location. Through our golden threads of sustainability, systems and processes, development, interdependence, inequality, globalisation, biodiversity and resilience students will be exposed to a **rich, diverse and challenging curriculum** which underpins their knowledge of other areas of the curriculum. After all, without Geography you are nowhere.

We aim to prepare students for the world of tomorrow, **creating global citizens** who feel empowered to live sustainably and protect the future as well as to **dream big** and **aspire** to travel and discover our beautiful planet.

KS3 Geography

YEAR 7

Becoming a geographer
Map skills and world geography

Almighty Dollar
Development & globalisation

Wicked Weather
Impacts on people & the environment

YEAR 8

Hot Deserts
Location, characteristics, causes & human Impact

Vicious Volcanoes
Rocks, plate tectonics and volcanic activity

Climate Change
Cause, effect and response

Brazil
Development & sustainability

People of the Arctic Circle
Survival and life in the frozen north

Rumbling Planet
Earthquakes & Tsunamis

Frozen Planet
Glaciation & Antarctica

Development
Changes in quality of life across the planet

YEAR 9

Incredible Cities
Development, challenges & opportunities

Conflict
Cause, effects and response

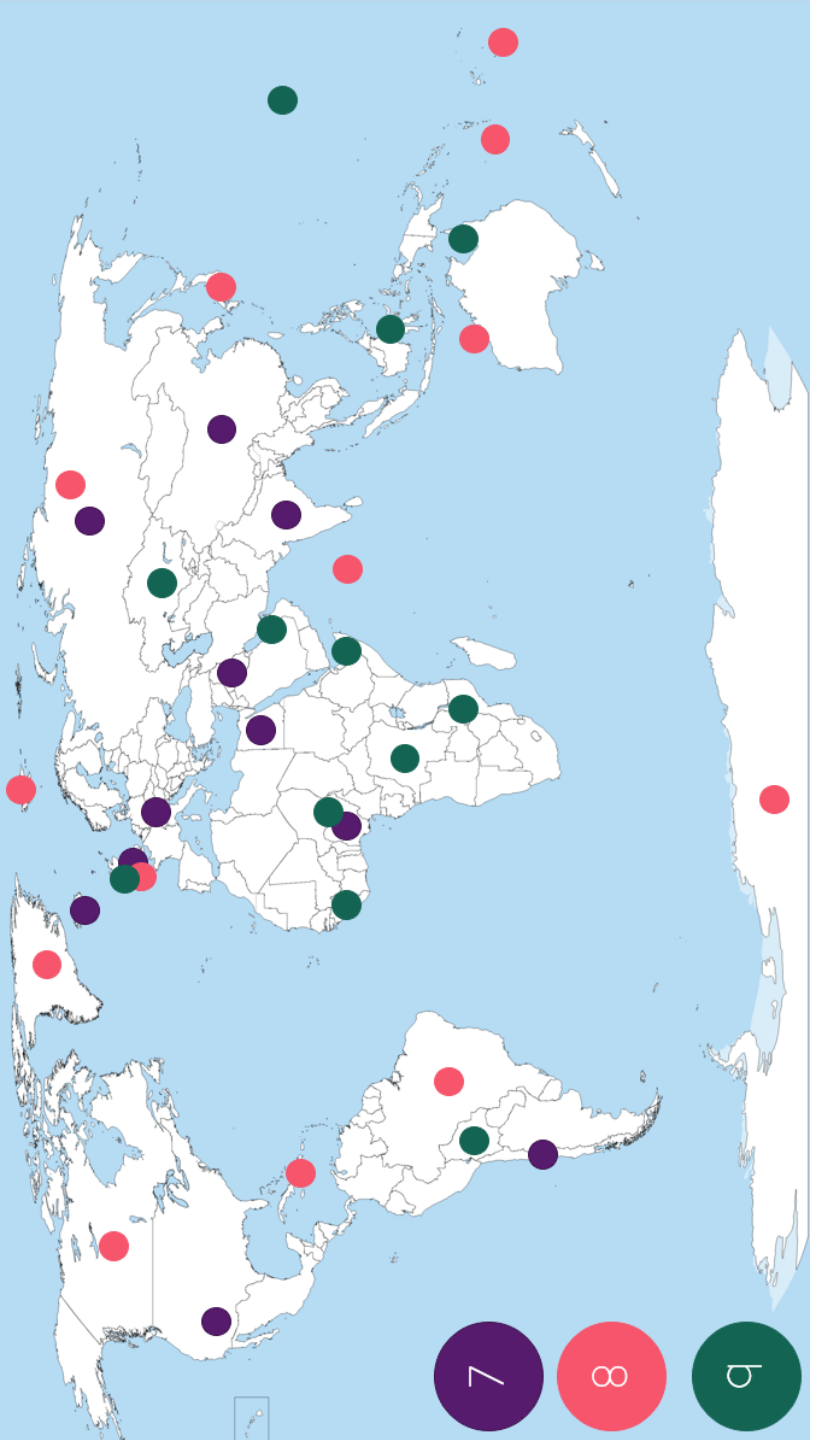
Rivers
Local management of flooding

Ocean Threats
Plastics, fishing & climate change

Key Stage 4

Skills:

- ❑ *Atlas skills*
- ❑ *Photographs & Maps*
- ❑ *Statistical Skills*
- ❑ *Graphical Skills*
- ❑ *Map Reading Skills*
- ❑ *Numerical Skills*
- ❑ *Literacy Skills*
- ❑ *Independence Skills*



Chapter 16 Oceans under threat

Chapter 14 Conflict | Chapter 15 Rivers

Chapter 11 Local Fieldwork | Chapter 12 Development | Chapter 13 Incredible Cities

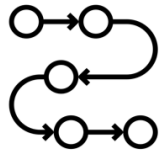
Chapter 7 Climate Change | Chapter 8 Frozen Planet | Chapter 9 Life in the Arctic | Chapter 10 Rumbling Planet

Chapter 1 Becoming a geographer | Chapter 2 Almighty Dollar | Chapter 3 Wicked Weather | Chapter 4 Hot Deserts | Chapter 5 Vicious Volcanoes | Chapter 6 Life in Brazil

Each chapter of our curriculum is a building block towards our vision.
Each chapter has a responsibility towards realising our overall vision.
Students should be able to build links between the topics.

Our underpinning concepts - the big ideas!


1. Sustainability


2. Systems and Processes


3. Development


4. Interdependence


5. Inequality


6. Globalisation


7. Biodiversity


8. Resilience

The Big Picture

The first year of the KS3 Geography curriculum will introduce students to our **8 underpinning concepts** and they will have the opportunity to develop **geo-literacy, geographical skills, geo-oracy and fieldwork**. We will build on these **golden threads** of sustainability, systems and processes, development, interdependence, inequality, globalisation, biodiversity and resilience.

Year Group:
7 Geography

Scheme of Learning YEAR OVERVIEW

Intent

Students will begin their Geography journey by understanding what it means to **be a geographer**. They will develop their confidence of map skills and locational knowledge both nationally and globally whilst also appreciating their place in the world. Globalisation will feature within the **Almighty Dollar** chapter and students will be introduced to the notion of interdependence and the "shrinking world". They will develop enquiry, statistical and spatial skills built in KS2 through **Becoming a geographer** chapter by conducting a microclimate enquiry. Students will be introduced to hazards through the **Weather** chapter and will begin to appreciate the risks we experience through extreme weather in the UK.

Implementation

- Students receive 1 hour of Geography per week which is taught by 3 subject specialists.
- Over the academic year they will study 3 chapters (Becoming a geographer, The Almighty Dollar and Weather) and begin to develop their understanding of the key golden threads.
- The chapters throughout KS3 are built with the golden threads and Powerful knowledge at the forefront of decision making – they are well sequenced so that these threads are prominent in every chapter and the level of challenge is heightened.
- TLAC strategies are at the heart of our implementation – cold calling, everybody writes, turn and talk and the use of whiteboards feature regularly throughout our delivery.
- Independent learning is often literacy/retrieval based with knowledge organisers used to support student retrieval.
- Expected and greater depth statements are clearly shared with students; alongside regular opportunities for students to demonstrate their understanding – chapter checks occur throughout the academic year (see right)

KS3 Assessment Principles (how are you checking against Expected and Greater depth?

- **Chapter Checks**
- Regular progress checks throughout –exit tickets and live marking used to assess this

Prior Learning

- KS2 Learning -

Future Learning (Year 8)

- Cold and Hot environments
- Hazard Risk
- Challenge of Hazards (CC Impacts)

Impact

- Students will have a far deeper understanding of controversial issues around the world and will have broadened their experience of different places, processes and systems. They will have developed the skills to interrogate evidence, make evaluations and conclusions with confidence. They will have a deeper understanding of physical processes that change the landscape and will be able to explain and evaluate how human and physical processes interact.
- Students will be prepared for the world of tomorrow, creating global citizens.
- Students will be able to verbalise expected and greater depth in student voice.

Year 7 Curriculum Overview - Geography

	This is your **Powerful Knowledge**				
Content (topic/unit name/enquiry question)	**Substantive Knowledge** (Established facts - When this is learnt they are at expected standard	**Disciplinary Knowledge** (specialist and in-depth subject knowledge "thinking like a…." • locational knowledge • place knowledge • environmental, physical and human geography • geography skills and fieldwork	**Key formative questions** (TLAC – cold calling/whiteboards/ AFL opportunities) What does greater depth look like?	**Misconceptions**	**Key Vocabulary**
Chapter 1 – Becoming A Geographer	- Define what geography is and categorise the different types of geography. - Identify names of continents and oceans and plot them on a map. - Define what lines of latitude and longitude are and be able to use the co-ordinates to plot/find locations on a map. - Locate the temperate deciduous biome and describe its key characteristics. - Define the terms fieldwork and primary data and complete fieldwork on the school site (involving the collection of primary data). - Identify and plot on a map the countries that make up the United Kingdom, Great Britain, and the British Isles. - To know what an OS map is able be able to identify/use the symbols from an OS map. - To be able to use a scale bar on a map and use it to convert distances. - To understand what contour lines are and use them to work out/show height and shape of land on maps. - To use four figure grid references to locate symbols on maps. - To use six figure grid references to locate symbols on maps.	- Map /atlas skills - Data collection techniques. - Data presentation techniques. - Data analysis - Location knowledge - Categorising (types of geography etc). - Comparative skills	- What is Geography? - What type of geography would… be classified as? - Can you explain why you have categorised… as a certain type of geography. - Describe the distribution of… - Why are… biomes found in specific ~~locations~~? - What is a continent? Examples? - What is an ocean? Examples? - What is fieldwork? - What is primary data? Can you give an example? - Why is/isn't… an example of a primary data collection technique?	- Africa is a country (it is a continent). - Seas are oceans (lots of different seas make up oceans) - Longitude is taken before latitude (other way around). - With grid referencing northings are given before eastings (other way around).	Physical Human Environmental Continent Ocean Biomes Temperate Deciduous Forest Distribution Direction
Chapter 2 – Almighty Dollar	- Describe/explain the importance of the dollar in the global economy. - Describe/explain why China is viewed as "the workshop of the world". - Describe/explain characteristics of quality of life in Nigeria and how wealth is unevenly distributed. - Describe/explain the importance of the dollar to India. - Understand the term "black gold" and describe/explain the importance of oil as a natural resource (making links to previous lessons in unit). - Understand the importance of the impact of dollar on Russia and other major economies. - Describe/explain the journey of the dollar from start to end of the supply chain and understand the concept of trade.	o Map/atlas skills o Data analysis o Categorisation o Location knowledge o Systems/processes knowledge o Comparative skills. o	- What is the dollar (what is currency)? - Describe the distribution of… (resource, wealth etc.). - What is the importance of… (resource etc.)? - How does this impact on the lives of individuals/countries etc.? - What type of impact (social/economic/environmental) is… - What does the data suggest about…? How do you know this? -	- Africa is a country (it is a continent) - Black gold is dirty gold (it is oil). - Nigeria is poor (Nigeria has lots of poverty but the country is quickly developing as it it's middle class and overall wealth) - China is poor (China is an NEE – Newly Emerging Economy –	Dollar Currency Natural resources Industry Employment sector (Primary, Secondary, Tertiary, Quaternary etc.) LIC HIC NEE
Chapter 3 – Weather	- Explain the difference between weather and climate. - Explain how latitude affects climate of a particular location. - Explain what clouds are, how they are formed, how cloud cover is measured.	- Map/atlas skills (specifically weather maps/synoptic charts. - Categorisation	- What is weather? (Can you provide examples?) - What is climate? (Can you provide examples?)	- Weather and climate are the same thing (weather is the	Weather Climate Distribution Clouds

		- Describe/explain what a weather forecast is and why it is of importance. - Identify and use weather map symbols to describe/show weather conditions. - Identify and use synoptic chart symbols to describe/show weather conditions. - Utilise climate graphs to demonstrate and/or describe weather conditions in a specific biome. - Describe/explain the causes, impacts and responses to a specific extreme weather event in the U.K.	- Location knowledge - Systems and processes knowledge - Data collection techniques - Data presentation techniques - Data analysis techniques - Evaluation - Comparative skills	- What is the difference between weather and climate? (Is… an example of weather or climate?) - How does latitude affect climate? Explain how/why it has this affect? Can you give an example of a location with the following climate…? - What is a cloud? How are they formed? - What type of weather is most commonly associated with clouds? - What type of cloud is…? Explain how you knew. Is this likely to cause… weather conditions? Why? - What is a weather forecast? Why is it important?/How can we use it? - What does this weather map/synoptic chart suggest about the weather conditions of a certain location? How did you know? - What were the causes of this extreme weather event? - What were the impacts of this extreme weather event? Are they social, economic or environmental impacts? Explain your choice. - What were the responses to this extreme weather event? Were they short- or long-term responses? Explain your choice.	conditions of the atmosphere at a given time, climate is the long term expected conditions for a location). - High pressure areas have warm sunny conditions (conditions are often clear but temperature may vary depending on location, time of year etc). - Russia is cold (Russia has very hot summers – often resulting in wildfires).	Stratus Cirrus Cumulus Air pressure Temperature Precipitation Causes Impacts Respones Social Economic Environmental Depression Anticyclone

Scheme of Learning YEAR OVERVIEW

The Big Picture

The second year of the KS3 Geography curriculum continues to focus on our **8 underpinning concepts** and develop **geo-literacy, geographical skills, geo-oracy and fieldwork.** It will build on these **golden threads** of sustainability, systems and processes, development, interdependence, inequality, globalization, biodiversity and resilience. Students will investigate these concepts through **Hot deserts, cryosphere, hazards and life in Brazil.**

Year Group:
8 Geography

Intent

Students will develop their understanding of how we interact with the world. They will strengthen their understanding of the many challenges facing cities throughout the year by understanding **Life in Brazil.** Additionally, they will begin to assess the importance of sustainability through **climate change** and studying **cold environments.** They will also continue to develop statistical and spatial skills built in Year 7 through the **Rumbling planet and viscous volcanoes** chapter by investigating factors affecting hazard risk and the analysis of these. This will provide students an opportunity to grapple with data themselves and use this to independently come to a well evidenced and justified conclusion. Students will continue to appreciate the importance of development and the difference between HICs and LICs when considering impacts and responses to these hazards.

Implementation

- Students receive 2 hour of Geography per week which is taught by 4 subject specialists.
- Over the academic year they will study 7 chapters (Hot deserts, vicious volcanoes, Life in Brazil, Climate change, Frozen planet, Life in the Arctic and Rumbling planets) and continue to develop their understanding of the key golden threads.
- The chapters throughout KS3 are built with the golden threads and Powerful knowledge at the forefront of decision making – they are well sequenced so that these threads are prominent in every chapter and the level of challenge is heightened.
- TLAC strategies are at the heart of our implementation – cold calling, everybody writes, turn and talk and the use of whiteboards feature regularly throughout our delivery.
- Independent learning is often literacy/retrieval based with knowledge organisers used to support student retrieval.
- Expected and greater depth statements are clearly shared with students; alongside regular opportunities for students to demonstrate their understanding – chapter checks occur throughout the academic year (see right)

KS3 Assessment Principles (how are you checking against Expected and Greater depth?

- **Chapter Checks**
- Regular progress checks throughout –exit tickets and live marking used to assess this
- TLAC strategies - checking for understanding

Prior Learning

- Year 7: UK (Becoming a geographer)
- Year 7: Weather - understanding extreme weather and the impacts/responses of these

Future Learning (GCSE)

- Physical Processes in the UK (Fluvial Systems)
- Urban Issues and Challenges (Urbanisation)
- Challenge of Hazards (CC Impacts)

Impact

- Students will have a far deeper understanding of controversial issues around the world and will have broadened their experience of different places, processes and systems. They will have developed the skills to interrogate evidence, make evaluations and conclusions with confidence. They will have a deeper understanding of physical processes that change the landscape and will be able to explain and evaluate how human and physical processes interact.
- Students will be prepared for the world of tomorrow, creating global citizens.
- Students will be able to verbalise expected and greater depth in student voice.

Year 8 Curriculum Overview - Geography

	This is your **Powerful Knowledge**				
Content (topic/unit name/enquiry question)	**Substantive Knowledge** (Established facts - When this is learnt they are at <u>expected</u> standard	**Disciplinary Knowledge** (specialist and in-depth subject knowledge "thinking like a...." • locational knowledge • place knowledge • environmental, physical and human geography • geography skills and fieldwork	**Key formative questions** (TLAC – cold calling/whiteboards/ AFL opportunities) What does <u>greater depth</u> look like?	**Misconceptions**	**Key Vocabulary**
Chapter 4 – Hot Deserts *7 lessons*	○ Hot deserts have high temperatures and low precipitation (250mm) ○ Global atmospheric circulation model is responsible for climate of hot deserts ○ Rain shadow effect is responsible for the creation of hot deserts ○ Animals and plants have adapted to survive the climatic conditions ○ The Bedouin Tribe have adapted to living in the hot desert ○ Mesa and Buttes are landforms found in Monument valley ○	○ Climate graph creation ○ Describing climate graph ○ Interpreting a range of sources of geographical information – maps, photos, GIS ○ Critically evaluating and debate geographical processes	▪ How does the climate compare to the UK? (GD) ▪ How do the Bedouin survive in the harsh climate of the desert? ▪ How is fast fashion killing the Atacama Desert?	Deserts can be both hot and cold Sun's rays are highly concentrated on the equator and the rays diminish the further away you are from equator	Adaptation Biome Nomadic Rain shadow Oasis
Chapter 5 – Vicious Volcanoes *7 lessons*	○ The earth is divided into four sections (Inner core, outer core, mantle, crust – asthenosphere/lithosphere) ○ Constructive and destructive are responsible for volcanic activity – slab pull/ridge push ○ The crust is divided into oceanic and continental – oceanic more dense ○ Impacts from volcanic activity can be both negative and positive (why people live near?)	○ Climate graph creation ○ Describing climate graph ○ Interpreting a range of sources of geographical information – maps, photos, GIS ○ Critically evaluating and debate geographical processes	▪ What is inside the earth? ▪ How does Slab pull and ridge push lead to volcanic activity? ▪ What is the asthenosphere?		Magma Chamber Crater Vent Composite Shield Destructive Constructive Slab Pull Ridge Push
Chapter 6 – Life in Brazil *11 lessons*	○ Brazil is an NEE located in South America ○ Portugal colonised Brazil in the 1500s ○ The rainforest is stratified into distinct layers – emergent, canopy, shrub layer ○ Favelas are informal settlements – and illegal ○ The Olympics in 2016 had positive and negative ○ Rapid urbanisation can lead to sustainability issues ○ Brazil is a newly industrialised country	○ Flow line maps ○ Choropleth Map ○ Satellite images to assess the extent ○ Critically evaluating and debate geographical processes	▪ How successful were the Olympics? ▪ Is there inequality within Brazil? ▪ What challenges do cities face? ▪ How has Curitiba created a sustainable city?	Favela dwellers are unhappy, and their quality of life is poor Avoid the word slum	Canopy Colonisation Deforestation Emergent Enslaved Favela Sustainable
Chapter 7 – Climate Change *9 lessons*	○ Climate has changed significantly over the quaternary period ○ The atmosphere is layers of gas that surround the planet ○ Global warming is the increase in the overall temperature ○ Causes of climate changes can be classified into Human and Physical ○ There is a difference between the greenhouse effect and enhanced greenhouse effect ○ Climate change is having devastating impacts on Siberia, Russia ○ Kale Island – the areas with the biggest effects often are the least responsible ○ Thermal expansion is responsible for sea level rising ○ A climate change refugee is a person who has been forced to move due to the change in climate ○ Climate change can be mitigated or adapted to	○ Climate graphs – interpreting ○ Asking geographical enquiry questions ○ Critically evaluating geographical processes	▪ To what extent are humans responsible for Climate change? ▪ Which is more important - mitigation or adaptation? Or are both needed? ▪ Is it ethical that those experiencing the impacts are the smallest contributors?	Climate change refers to both the heating and cooling of the planet The greenhouse effect, climate change and global warming are all different	Climate change refugee Adaptation Mitigation Global Warming Climate Change Greenhouse Effect Carbon Sink Carbon Capture
Chapter 8 – Frozen Planet	○ The cryosphere is the part of the world where water is in its solid form – frozen ○ An ice field is an area less than 50,000km	○ Climate graph creation and interpretation ○ Evidence collecting - links to CC	▪ What is a wilderness area?		Cryosphere Ice field Ice sheet Territory

	10 lessons	○ The global commons are an area of land or water owned jointly by the members of the community ○ Antarctica has a variety of territories ○ The Antarctic Treaty is effective in protecting the area ○ Animals have adapted to survive in cold environments ○ Climate change has a significant impact on frozen environments		▪ How significant is the threat to cold environments globally?		Tourism
	Chapter 9 – Life in the Arctic *10 lessons*	○ Similarities and differences between the Arctic and Antarctic - understanding of the term Cold Desert ○ Conditions in each area - opportunities and challenges ○ Tundra vs Polar - Adaptations of Plants and Animals ○ Comparison with other biomes with regards to food web and nutrient cycling ○ Nomadic communities - Saami ○ Polar night - Aurora Borealis	○ Climate graph creation and analysis ○ Choropleth - population ○ Mapping - different scales	▪ Why are these areas classed as deserts? What makes them that type of biome? ▪ How are our lives different when comparing with the nomadic communities?		Aurora Borealis Exploitation Indigenous Nomadic Permafrost Saami
	Chapter 10 – Rumbling Planets *11 lessons*	○ The systems and processes behind earthquake activity - any difference to volcanic eruptions in terms of systems? ○ Primary and secondary impacts of earthquakes - an understanding of the factors that can influence vulnerability to hazard risk ○ Earthquake resilience - the importance of planning and protection - how level of wealth can influence this? ○ The drawbacks of predicting earthquakes ○ Secondary hazards associated with earthquakes -tsunami's	○ Los Angeles earthquake evidence collecting ○ Model Building - earthquake-proof ○ Application of knowledge to LIC Haiti ○ Japan 2011 DME - link to Issue Evaluation GCSE	▪ How does poverty or population density affect how people/countries are impacted by earthquakes? ▪ Does every country have the response? What can influence this and what does that mean for the country - link to development gap	Tsunami's are not always large waves....AI has generated images which show tidal waves.....tsunami's often see a large backwash before a constant swash	Epicentre Focus Lithosphere Resilience Rupture Response Seismic Waves

Scheme of Learning YEAR OVERVIEW

The Big Picture

The Final year of the KS3 Geography curriculum continues to focus on our **8 underpinning concepts** and develop **geo-literacy, geographical skills, geo-oracy and fieldwork.** It will build on these **golden threads** of sustainability, systems and processes, development, interdependence, inequality, globalization, biodiversity and resilience. Students will investigate these concepts through **urbanization, conflict, hydrology and oceans under threat.**

Year Group:
9 Geography

Intent

Students will develop their understanding of how we interact with the world. They will strengthen their understanding of the many facets of sustainability throughout the year by investigating sustainable cities in **Incredible Cities** and through looking at **Oceans under threat.** In addition, we will also investigate human impact around the world. They will take part in decision making exercises when considering **conflict**s around the world which will increase their confidence with their voice and opinion. They will also continue to develop statistical and spatial skills built in Year 7 and 8 through the **Rivers and Flooding** chapter by investigating flood hydrographs and the analysis of these. This will provide students an opportunity to grapple with data themselves and use this to independently come to a well evidenced and justified conclusion.

Implementation

- Students receive 1 hour of Geography per week which is taught by 3 subject specialists.
- Over the academic year they will study 4 chapters (Incredible Cities, Conflict, Rivers & Flooding, Oceans Under Threat) and continue to develop their understanding of the key golden threads.
- The chapters throughout KS3 are built with the golden threads and Powerful knowledge at the forefront of decision making – they are well sequenced so that these threads are prominent in every chapter and the level of challenge is heightened.
- TLAC strategies are at the heart of our implementation – cold calling, everybody writes, turn and talk and the use of whiteboards feature regularly throughout our delivery.
- Independent learning is often literacy/retrieval based with knowledge organisers used to support student retrieval.
- Expected and greater depth statements are clearly shared with students; alongside regular opportunities for students to demonstrate their understanding – chapter checks occur throughout the academic year (see right)

KS3 Assessment Principles (how are you checking against Expected and Greater depth?

- **Chapter Checks** (Chapter 13: L7, Chapter 14: L4, Chapter 15: L3 and Chapter 16: L4)
- Regular progress checks throughout –exit tickets and live marking used to assess this
- Information then added to progress pages and internal tracker (**internal tracker will be modified as and when gaps are addressed and rectified)

Prior Learning

- Year 7: UK (Becoming a geographer)
- Year 8: Brazil (Rio – urbanisation)
- Year 8: Development (Bolivia Water Conflict)
- Year 8: Ecosystems (Conflict – End of the orangutans)

Future Learning (GCSE)

- Physical Processes in the UK (Fluvial Systems)
- Urban Issues and Challenges (Urbanisation)
- Challenge of Hazards (CC Impacts)

Impact

- Students will have a far deeper understanding of controversial issues around the world and will have broadened their experience of different places, processes and systems. They will have developed the skills to interrogate evidence, make evaluations and conclusions with confidence. They will have a deeper understanding of physical processes that change the landscape and will be able to explain and evaluate how human and physical processes interact.
- Students will be prepared for the world of tomorrow, creating global citizens.
- Students will be able to verbalise expected and greater depth in student voice.

Year 9 Curriculum Overview - Geography

	This is your **Powerful Knowledge**				
Content (topic/unit name/enquiry question)	**Substantive Knowledge** (Established facts - When this is learnt they are at expected standard	**Disciplinary Knowledge** (specialist and in-depth subject knowledge "thinking like a...." • locational knowledge • place knowledge • environmental, physical and human geography • geography skills and fieldwork	**Key formative questions** (TLAC – cold calling/whiteboards/ AFL opportunities) What does greater depth look like?	**Misconceptions**	**Key Vocabulary**
Chapter 13 – Incredible Cities	○ Urban and rural areas ○ What is a HIC? What is a city structure? The Burgess Model ○ Urbanisation, is London urbanised and what are the problems in London ○ Decision making exercise – how would you regenerate London, learning how to budget and plan for a process over several years. ○ Middle East to look at a contrasting country and city – Dubai ○ Population of the middle east and cities in the Middle East ○ Why build a city in a dessert? Looking at how sustainable Dubai can be as a city and how it survives, is Masdar a city for the future? ○ Sustainable city challenge	○ Asking geographical enquiry questions ○ Collecting, analysing and interpreting data through fieldwork and related activities ○ Interpreting a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and GIS ○ Analysing data and communicating geographical information in a variety of ways, including through constructing maps, charts and graphs, and writing at length ○ Critically evaluating and debate the impact of geographical processes	○ What is urban and rural? ○ What are the structures of HIC cities? ○ What is urbanisation? ○ What are the problems in London? ○ Where do people live in the Middle East? ○ Is Dubai a sustainable city?	○ Differences between towns and cities	Counter urbanisation Re-urbanisation Rural – urban fringe Commuter Zone Multiplier effects Quality of life Developing Emerging
Chapter 14 – Conflict *12 lessons*	○ Conflict means to come into a disagreement or oppose ○ Conflicts can occur throughout the world regardless of development level ○ Resources are a cause of conflict across the world ○ NIMBY stands for "not in my back yard" ○ Different stakeholders will have different views on HS2 ○ Definition of sewage ○ The pollution of our rivers has knock on effects to the threat to our oceans ○ The Aral Sea is a source of major conflict ○ Blood diamonds are stones produced in areas controlled by rebel forces ○ Child soldiers are children associated with an armed group ○ Palm oil is a major cause of deforestation	○ Asking geographical enquiry questions ○ Collecting, analysing and interpreting data through fieldwork and related activities ○ Interpreting a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and GIS ○ Analysing data and communicating geographical information in a variety of ways, including through constructing maps, charts and graphs, and writing at length ○ Critically evaluating and debate the impact of geographical processes	○ What is conflict? ○ Why are orangutans at risk of becoming extinct? ○ What are the problems with landmines? ○ What are blood diamonds ○ What are child solders? ○ Why is sewage discharged into rivers?		Conflict Controversy NIMBY HS2 Proposed Sewage Discharged Protest Un-privatised Social Economic Political Food security Insecurity Child soldiers Recruited UNICEF Treats / Opportunities Landmine
Chapter 15 – Rivers	○ The Hydrological cycle, causes of flooding ○ Flood hydrographs and how to read them ○ Hard and soft engineering including river management	○ Asking geographical enquiry questions	○ What is the hydrological cycle?		Discharge Dredging Evaporation

	and Flooding	○ Case study – Northampton, why does it flood ○ Protection of Northampton and DME of management of flooding ○ Fieldwork – infiltration investigation	○ Collecting, analysing and interpreting data through fieldwork and related activities ○ Interpreting a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and GIS ○ Analysing data and communicating geographical information in a variety of ways, including through constructing maps, charts and graphs, and writing at length ○ Critically evaluating and debate the impact of geographical processes	○ What are the causes of flooding? ○ What is a hydrograph? ○ What is hard and soft engineering? ○ How are rivers managed?		Flooding Flow Hard engineering Hydrograph Hydrological Cycle Impermeable Lag time Monsoon Percolation Permeable Precipitation Soft engineering Surface run-off Throughflow Transpiration
	Chapter 16 – Oceans Under threat	○ Oceans Biome – frozen Ocean, the sunlight Zone, seagrass and coral reefs, mangroves and salt marshes, the deep sea. ○ Coral reefs – The Great Barrier Reef. ○ Why are coral reefs in danger ○ What is the problem with plastics ○ The Great Pacific Garbage Patch – how can we solve the plastic problem? ○ Plastic solutions	○ Asking geographical enquiry questions ○ Collecting, analysing and interpreting data through fieldwork and related activities ○ Interpreting a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and GIS ○ Analysing data and communicating geographical information in a variety of ways, including through constructing maps, charts and graphs, and writing at length ○ Critically evaluating and debate the impact of geographical processes	○ What is the Ocean Biome? ○ How is the climate linked to the oceans? ○ What are coral reefs? ○ Why are Coral reefs in danger? ○ Why are oceans in danger? ○ What is the problem with Plastics? ○ How Can we solve the plastic problem? ○	What is the difference between an ocean and a sea?	Barrier reef Biodiversity Biome Coral reef Garbage Patch Mangrove Microplastic Ocean acidification Overfishing Phytoplankton Pollution Sustainable Zooplankton Zooxanthellae