

KS3 Geography

Curriculum Overview 2020-2021

Core intent of the subject at key stage 3

“The study of geography is about more than just memorizing places on a map. It’s about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it’s about using all that knowledge to help bridge divides and bring people together.” –Barack Obama

At Brine Leas, we aim to create rounded human and physical Geographers. We challenge students to think, act and speak like those working in the field would. We can do this by quality first teaching which ensures students understand geographical principles and can apply them in a variety of familiar and unfamiliar contexts from around the world. We teach content in its totality and constantly vary topics between human and physical geography to provide a varied and balanced appreciation of the ideas, skills and topics in this discipline. Through sequencing the curriculum in such a specific way we ensure a breadth and depth of curriculum to enable students to continually develop understanding of the changing contemporary environments around them with an entwined approach to academic and personal development.

Our curriculum at Brine Leas goes far beyond what is taught in lessons, for whilst we want students to achieve the very best examination results possible, we believe our curriculum goes beyond what is examinable. Students have opportunities to participate in fieldwork in Birmingham and at Cardingmill Valley, Shropshire to apply the skills and knowledge beyond the classroom. Sixth Form geographers at the school undertake an extended residential North Wales fieldtrip to gain the confidence to undertake their own individual investigation on a topic of their choice. They deploy the skills learnt at Brine Leas to formulate an independent piece of work which is worth 20% of their final marks in Geography. These experiences promote personal development as students are gifted opportunities to develop a variety of transferable skills, including independent and group work and assessing risk. Fieldwork also encourages them to work ethically with members of the general public whilst collecting primary data. These challenging opportunities to work out in the field help students to prepare for learning beyond academia. Additionally to these field trip experiences, students have been provided with the opportunity to travel to Iceland, to add depth and breadth to the curriculum studied and to gain first-hand experience of these dynamic landscapes.

Our curriculum in geography forms a backbone to our ethos statement. Examples of how our curriculum supports the ethos statement are by providing stretch and challenge across a broad range of topics. The curriculum provides opportunities for collaborative working as well as independent learning to consolidate knowledge and understanding. Students are explicitly taught skill, knowledge, recall and the vocabulary needed to effectively explain and understand geographical issues in the past, present and future. This ethos is embedded into the curriculum to help provide lifelong learning opportunities beyond the confines of the classroom; all pupils will develop transferable skills to promote lifelong learning.

As a knowledge engaged curriculum we believe that knowledge underpins and enables the application of skills; both are entwined. As a department we define the powerful knowledge our students need and help them to recall it by using knowledge organisers and building in recall across the curriculum. Thus helping the students to organise, recall and learn the content within the geography curriculum.

We build the cultural capital of our students by helping them to understand the contemporary world around them, Students learn about how political decisions can cause changes in the world around them. They learn about the powerful economic forces around them that are bringing about changes to the way that will affect their future careers. Socially the students learn about how countries are at different stages of development and how the lives of people living there are different to their own lived experiences. Contrastingly, students are also given opportunities to develop community involvement through the study of the local workforce and economy and how this feeds into the national economic agenda.

Geography also helps to explain the many environmental issues that are changing the world in which these students live and how to make sense of these effects. This is delivered in a way in which students are motivated to become actively engaged in issues such that will impact on their futures and are inspired by key players in the field of environmental sustainability to ensure that the planet remains fit for purpose for all future generations. As a powerful bridging subject geography has strong cross curricular links to many of the cultural capital topics students are taught in School, such as stewardship in Religious Education.

Further rationale behind our curriculum design includes the alternating from human and physical geography topics regularly so that students get a chance make links between the natural and human worlds. The spiral design of the seven year curriculum is aimed at revisiting topics on several occasions to promote learners confidence and to develop in-depth transferable skills to prepare them for ongoing or lifelong learning. Each time students revisits a topic they are exposed to more complex content, building on what they have already learnt.

In summary, the aim of the curriculum is to ensure that all students can develop an understanding of the complexities of the relationships between the human and physical world, whilst developing transferable skills essential for sustained learning across the social, economic and environmental spheres.

Assessment

Students will be given a wide range of opportunities to apply their geographical knowledge, skills and concepts of the world through short answer and long answer questions. Over time, their performance will determine a grade based on the core principles of GCSE Geography.

Homework

Students are set homework once a fortnight to embed and master the learning undertaken in lessons through a variety of activities. The home learning project for Y8 is 'Plastic Oceans'.

Clubs and/or intervention

Knowledge recall quizzes are used to improve long-term memory of geographical concepts.

Parental/Carer support

Review children's learning in books in order to aid revision for knowledge recall quizzes; watch the local and national news (the BBC app is useful to download); watch Newsround and relevant environmental documentaries.

Helpful sources of information

BBC news; BBC Bitesize – KS3 Geography

Year 7 Overview

Term	Knowledge	Assessment	Connections to learning	Connections to future pathways
<p>Cold Environments</p> <p>This topic will challenge the perceptions of climate change as communicated through the media, and enable students to understanding how past events over millions of years have led to the formation of spectacular upland landscapes in the UK and wider world. They will be introduced to complex processes and macro-landforms and how these may change in the future due to climate change.</p>				
<p>Autumn</p>	<ul style="list-style-type: none"> ➤ To develop knowledge and understanding of cold environments ➤ Location ➤ Glacial processes of erosion and transportation ➤ Glacial landforms ➤ Use of OS maps ➤ Otzi the Iceman (case study) ➤ Captain Scott (case study) ➤ Antarctica (case study) 	<ul style="list-style-type: none"> ➤ Application of knowledge: Short answer questions on glacial features of erosion. ➤ Application of knowledge: Short answer questions on mapskills related to cold environments. ➤ Application of knowledge: Extended answer question based on a cold environment case study. 	<p>Future learning</p> <p>Rivers (Y7), and Coasts (Y9)</p> <ul style="list-style-type: none"> ➤ Concepts of erosion (abrasion), transportation and deposition ➤ Concept of Weathering (frost shattering) <p>Future learning Y7 Rivers</p> <ul style="list-style-type: none"> ➤ Global warming <p>Connections to the Curriculum</p> <ul style="list-style-type: none"> ➤ Healthy Education 1F ➤ SMSC 1B, 2C,4A 	<p>Careers</p> <ul style="list-style-type: none"> ➤ Scientific research ➤ Glaciologist ➤ Climatology ➤ Explorer ➤ Tour Guides ➤ National Parks workers ➤ Environmentalist <p>Future learning</p> <ul style="list-style-type: none"> ➤ Geography ➤ Climate change: challenges and solutions

	<ul style="list-style-type: none"> ➤ Antarctic Treaty (case study) 		<ul style="list-style-type: none"> ➤ Fundamental British Values A 	
<p>Rivers</p> <p>To understand the changing spatial scale of river landscapes will provide the building blocks for a wide range of geographical learning. Rivers carry water and nutrients to areas all around the earth; they provide an excellent habitat for food for many of the earth's organisms, and they provide fertile soils for people and govern where populations live. They play an important part in the water cycle, acting as drainage channels for surface water and a natural barometer for climate change and its impacts. They are also an important source of sustainable energy that can help to slow down the rate of climate change.</p>				
	<ul style="list-style-type: none"> ➤ To develop knowledge and understanding of river environments ➤ River erosion and transportation ➤ Upper course landforms of erosion ➤ Middle course landforms (meanders and oxbow lakes) ➤ Lower course landforms (levees, floodplains and estuaries) ➤ Factors effecting flood risk ➤ Cockermouth floods (case study) 	<ul style="list-style-type: none"> ➤ Application of knowledge: Short answer questions on the features of rivers using graphs and data. ➤ Application of knowledge: Extended answer based on a flooding case study. 	<ul style="list-style-type: none"> ➤ Prior learning of Cold Environments (Y7) and future learning Coasts (Y8) ➤ Concepts of erosion (abrasion), transportation and deposition ➤ Concept of Weathering (frost shattering) <p>Prior learning Rivers (Y7)</p> <ul style="list-style-type: none"> ➤ Global warming <p>Future learning Population (Y7)</p> <ul style="list-style-type: none"> ➤ Spatial distribution of population in relation to the physical landscape of the UK <p>Connections to the Curriculum</p> <ul style="list-style-type: none"> ➤ SMSC 1A, 1B 	<p>Careers</p> <ul style="list-style-type: none"> ➤ Environment Agency ➤ Town planning ➤ National Parks Wardens ➤ Landscape management ➤ Engineer <p>Future learning</p> <ul style="list-style-type: none"> ➤ Natural Hazards ➤ Geography ➤ Engineer ➤ Environmental Science ➤ River Environments & their Management ➤ River basin dynamics and river management with Geographical Information Systems ➤ Surveyor
<p>Spring</p>	<p>Africa</p>			

	<p>Africa is the world's second largest and second most populous continent, after Asia. Africa is exceptionally dynamic in terms of its physical and human diversity. This module is integral to link both prior and future learning, the unit ensures that pupils are able to identify and challenge misconceptions about the continent, are able to identify the development gap across the continent and to evaluate how countries within the continent are able to successfully develop as global powers. The module also develops skills such as interpreting quantitative and qualitative data sets.</p>			
	<ul style="list-style-type: none"> ➤ To develop knowledge and understanding of the continent of Africa ➤ Physical and Human geography of Africa ➤ Highest and lowest income countries ➤ Nigeria's changing economy ➤ Opportunities and challenges of urbanisation ➤ Development gap ➤ Ebola outbreak ➤ Poverty and conflict ➤ Tourism ➤ Aid in Africa 	<ul style="list-style-type: none"> ➤ Application of data ➤ Formative assessment 	<p>Prior learning Cold Environments (Y7) and Rivers (Y7)</p> <ul style="list-style-type: none"> ➤ Spatial distribution of population ➤ Variation across continents <p>Connections to the Curriculum</p> <ul style="list-style-type: none"> ➤ RSE 1A,F, 2C,H, 5C ➤ Healthy Education 3B, 4A, 6A ➤ SMSC 1A,B,D, 2A,C 3C 4A,B,C ➤ Fundamental British Values A,B,C,F 	<p>Careers</p> <ul style="list-style-type: none"> ➤ Charity worker ➤ United Nations ➤ Negotiator ➤ Researcher ➤ Non-Governmental Organisation worker <p>Future learning</p> <ul style="list-style-type: none"> ➤ Population Health ➤ Population Studies ➤ International Development Studies ➤ Globalisation and international trade links.
Spring	<p>Geographical Skills</p> <p>Geographical skills are integral to the learning of physical and human geography, including glacial and geomorphological landforms and population. Students will develop their knowledge of a wide range of map skills, qualitative and quantitative data that will be repeatedly referenced to throughout their learning of geographical concepts and processes.</p>			
	<ul style="list-style-type: none"> ➤ Data analysis To develop map skills 	<ul style="list-style-type: none"> ➤ Application of knowledge and skills 	<p>Prior learning Cold environments (Y7)</p> <ul style="list-style-type: none"> ➤ Upland glacial landscapes 	<p>Careers</p> <ul style="list-style-type: none"> ➤ Surveyor ➤ Engineer

	<ul style="list-style-type: none"> ➤ Physical geography of the UK ➤ Human geography of the UK ➤ Four figure grid references ➤ Six figure grid references ➤ Measuring distance ➤ Contour lines ➤ Longitude and latitude 	<ul style="list-style-type: none"> ➤ Application of knowledge: Extended answer 	<p>Rivers (Y7)</p> <ul style="list-style-type: none"> ➤ River landscapes <p>Population (Y7)</p> <ul style="list-style-type: none"> ➤ locational knowledge of people <p>Connections to the Curriculum</p> <ul style="list-style-type: none"> ➤ SMSC 1B,C 	<ul style="list-style-type: none"> ➤ Data Analyst ➤ Town & Country Planner ➤ Cartographer ➤ Environmental Consultant ➤ Outdoor education centre worker ➤ Environmental Manager <p>Future Learning</p> <ul style="list-style-type: none"> ➤ Geography ➤ Environmental Studies ➤ Surveying, Mapping and Geographical Information Systems
Summer	<p>Weather and Climate</p> <p>Geographical understanding of the physical processes that lead to different types of weather that we experience within the UK and how this influences the changing seasons that we experience. The unit also explores the impact of global climate change on the UK and how this can lead to an increase in extreme weather events. This also considers the impact on populations; this then leads into future learning on the changes and impact of the climate on the physical and human world.</p>			
	<ul style="list-style-type: none"> ➤ To develop an understanding of the climate and influences on the weather impacting the UK ➤ What is weather ➤ Forecasting the weather ➤ Air Pressures ➤ Rainfall ➤ Extreme weather in the UK ➤ Factors impacting on climate 	<ul style="list-style-type: none"> ➤ Application of knowledge and skills ➤ Application of knowledge: Extended answer 	<p>Prior learning</p> <ul style="list-style-type: none"> ➤ Landscapes ➤ Rivers (Y7) ➤ River landscapes ➤ Population (Y7) ➤ locational knowledge of people <p>Connections to the Curriculum</p> <ul style="list-style-type: none"> ➤ SMSC 1B,C 	<p>Careers</p> <ul style="list-style-type: none"> ➤ Met Office ➤ Environmental Consultant ➤ Outdoor education centre worker ➤ Environmental Manager <p>Future Learning</p> <ul style="list-style-type: none"> ➤ Geography ➤ Environmental Studies

Year 8 Overview

Term	Knowledge	Assessment	Connections to learning	Connections to future pathways
Autumn	<p>China</p> <p>China is a global superpower and this has far reaching implications both nationally and internationally. It is important for students to have an awareness of the political, economic and social impact that this on the UK. The purpose of the module is to explore social and political norms and compare them to what our lived experience in the UK is. The module will also explore the economic development of the nation and how this has made them key players on an economic stage. The module will allow students to immerse themselves into in depth case studies such as the Three Gorges Dam.</p>			
	<ul style="list-style-type: none"> ➤ The physical Geography of China ➤ The human Geography of China. ➤ The population of China ➤ The effects of the one child policy. ➤ Development in China ➤ An interdependent world ➤ Challenges of Chinas economic development ➤ Sweatshops ➤ Effects of development on biodiversity ➤ Life in Tibet ➤ Development in Tibet 	<ul style="list-style-type: none"> ➤ Application of knowledge assessed via regular recall tasks / quizzes ➤ Formal assessment via an exam style question using data and sources. 	<ul style="list-style-type: none"> ➤ River landscapes and human settlement ➤ Geographical skills <p>Connections to the Curriculum SMSC 1B,C</p>	<p>Careers</p> <ul style="list-style-type: none"> ➤ Human rights activities ➤ Environmentalist ➤ Politics and international relations ➤ Economic and business development <p>Future learning</p> <ul style="list-style-type: none"> ➤ Population and urbanisations ➤ Resources management ➤ Ecosystems ➤ Dynamic economies

	➤ Water tower of Asia			
Spring	<p>Population and Urbanisation</p> <p>Migration is a story of mankind. More than half of Britons have immigrant ancestors. In different historical periods, and through English literature, students will explore the push and pull factors that influenced people to migrate, the choices involved that lead to great risk and uncertainty, and whether the choices to migrate were voluntary or forced through conflict, war or economic exploitation. However, migration is not in the past, it is our present and future. Migration has become the primary driver of demographic change in most high income countries and is essential to our economy; unfortunately, the messages young people are gaining from the wider world invariably veer on the negative. Within this topic, students will develop an in-depth knowledge of the movement of people within the UK and internationally; and they'll develop a knowledge of a sense of place and fundamental British values.</p>			
	<ul style="list-style-type: none"> ➤ How is population changing ➤ Where does everyone live ➤ Population structure ➤ Controlling population size ➤ Why do people migrate ➤ Where do people migrate to ➤ What is urbanisation ➤ How has urbanisation changed Mumbai ➤ What is life like in the slums of Mumbai ➤ How is India improving the slums 	<ul style="list-style-type: none"> ➤ Application of knowledge assessed via regular recall tasks / quizzes ➤ Formal assessment via an exam style 	<p>Previous learning</p> <ul style="list-style-type: none"> ➤ Rivers and settlement (Y7) ➤ China (Y7) ➤ Africa (Y7) <p>Connections to the Curriculum</p> <ul style="list-style-type: none"> ➤ SMSC: 1B, 1D, 2A, 2C 	<p>Careers</p> <ul style="list-style-type: none"> ➤ Immigration case worker ➤ Home office ➤ Police officer ➤ Customs officer ➤ Charity worker ➤ Town planner <p>Future learning</p> <ul style="list-style-type: none"> ➤ Dynamic economies ➤ Resource management ➤ Climate change
	<p>Resource Management</p>			

Spring	<p>Changing demographics and economic development is threatening the earth's ecosystems and creating problems for resource distribution. Within this topic, students will develop an awareness of the uneven distribution of resources; the impacts and possible solutions to improving access to food, water and energy, with a focus on the issues surrounding water availability. They will focus on the issue of sustainability through meeting the needs of the present without reducing the ability of future generations to meet their own needs.</p>			
	<ul style="list-style-type: none"> ➤ To broaden awareness of managing energy, food and water in the UK. ➤ Global food, water and energy ➤ Provision of food, energy and water in the UK ➤ Global supplies of food, energy and water ➤ Global water supplies ➤ Water insecurity ➤ Increasing water supplies ➤ What is the LHWP – case study ➤ Sustainable water use 	<ul style="list-style-type: none"> ➤ Application of knowledge: Short and long answer questions on resource management with a focus on the UK and international water security 	<ul style="list-style-type: none"> ➤ Prior learning of Population Y7 ➤ Future learning of Resource Management at GCSE. <p>Connections to the Curriculum</p> <ul style="list-style-type: none"> ➤ SMSC: 1B, 1C, 1D ➤ Strong cross curricular links to Science. 	<p>Careers</p> <ul style="list-style-type: none"> ➤ Natural Resource Management ➤ Cave management and Exotic plants ➤ Water resource planning <p>Future learning</p> <ul style="list-style-type: none"> ➤ Geography Biological Sciences ➤ Natural Resource internship ➤ Aid worker – Water aid
Summer	<p style="text-align: center;">Ecosystems</p> <p>Changing populations are having an impact on ecosystems that is felt at a variety of scales. We interact with our environment in a myriad of ways often without thought to the consequences. Through studying ecosystems students will develop an understanding of how climate impacts upon vegetation and the physical landscape in various parts of the world, including glacial cold environments, and how these can be sustainably managed for future generations.</p>			

	<ul style="list-style-type: none"> ➤ To develop knowledge and understanding of the importance of ecosystems and world biomes. ➤ Food chains and food webs ➤ Tropical Rainforest ➤ Deforestation ➤ Temperate deciduous woodlands ➤ Importance of woodlands ➤ Cold environments ➤ Arctic (case study) ➤ Threats facing a cold environment ➤ Managing a cold environment 	<ul style="list-style-type: none"> ➤ Application of knowledge: Extended answer based on tropical rainforests 	<ul style="list-style-type: none"> ➤ Prior learning of population distribution and location of cold environments (Y7) ➤ Future learning of climate change & deforestation in (Y9) <p>Connections to the Curriculum</p> <ul style="list-style-type: none"> ➤ SMSC: 1B, 1C, 1D, 2A, 2C, 4E 	<p>Careers</p> <ul style="list-style-type: none"> ➤ Researcher ➤ Landscape management ➤ Ecosystem manager ➤ Non-Government Worker ➤ Conservationist ➤ Environment Agency ➤ Ecologist <p>Future learning</p> <ul style="list-style-type: none"> ➤ Ecology, Conservation, Biology ➤ Data analyst, ecosystems & threatened species ➤ Ecosystems & sustainability research degree
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Year 9 Overview

Term	Knowledge	Assessment	Connections to learning	Connections to future pathways
Autumn	<p>Dynamic Economies</p> <p>In this module the students will have the opportunity to develop an understanding of how economies and industry is structured and how this can influence and dictate the levels of wealth and impact on the quality of life for the people living in different countries. The module will also contain an in-depth study of two contrasting countries, the UK and Nigeria. This will allow the students to see</p>			

how economic change can affect the outcomes of different countries around the world. Finally the module has fantastic links to potential career paths, within the local and regional (and even national) area.

- To understand and develop knowledge of dynamic economies:
- How can we measure development
- How can the development gap be reduced
- What are economic activities
- What are the economic activities in my area.
- What are the economic activities in my region
- How has employment structure changed in the UK.
- How have primary industries changed in the UK
- How have secondary industries changed in the UK
- How have tertiary industries changed in the UK
- How do people ensure a work life balance

- Application of knowledge: Short answer questions on the features of coasts using maps and photographs.
- Application of knowledge: Extended answer
- Knowledge retrieval practice – questions ranging from multiple choice to developed answers

Prior Learning:

- Population and urbanisation (Y8) the pupils will understand of how industries develop through cities and the workforce within these areas.
- Resource management (Y8) the pupils will understand that resources are used by developed nations and this leads to stronger economies.

Future Learning:

- Changing economic world, further learning on economies and the economic differences around the world.

Careers

- Primary industry such as agriculture
- Secondary industry such as creative independent start up companies
- Tertiary industries such as hospitality, teaching and the NHS.
- Quaternary industries such as biomedical science and technology.

Future learning

- Changing Economic World (Y10)
- Contemporary urban environments (Y13)

	<ul style="list-style-type: none"> ➤ A comparative study of economic development of an NIC – Nigeria 			
<p>Climate Change</p> <p>To develop knowledge and understanding of the causes and implications of a changing climate in the future and how this will impact globally. To develop a further understanding and knowledge of how climate change can be managed and the impact can be reduced.</p>				
	<ul style="list-style-type: none"> ➤ To develop knowledge and understanding of the issues of climate change. ➤ Climate patterns ➤ Causes of climate change ➤ Little Ice Age ➤ Megafauna ➤ UK climate and seasons (case study) ➤ The Greenhouse Effect ➤ Impacts of climate change ➤ Impacts of climate change in Bangladesh (case study) 	<ul style="list-style-type: none"> ➤ Application of knowledge and skills: short answer questions ➤ Application of knowledge and skills: long answer question 	<p>Prior Learning</p> <p>Cold Environments (Y7)</p> <ul style="list-style-type: none"> ➤ Impact of climate change of glacial environments <p>Rivers (Y7)</p> <ul style="list-style-type: none"> ➤ Impact of climate change on the frequency of weather events leading to river flooding (Y7) <p>Future Learning</p> <p>Natural hazards (Y9)</p> <ul style="list-style-type: none"> ➤ Intensity and frequency of tropical storms <p>Climate change (GCSE)</p> <p>Connections to the Curriculum</p> <p>SMSC: 1B, 1C, 1D, 2A, 2B, 2C</p>	<p>Careers</p> <ul style="list-style-type: none"> ➤ Meteorologist ➤ Politician ➤ Research associate in aviation and climate change ➤ Energy and Climate data analyst <p>Future Learning</p> <ul style="list-style-type: none"> ➤ Our Climate: Past, present and future ➤ Physical geography and environmental science <p>Economics and governance of climate change</p>
<p>Spring</p>	<p>Hazards</p>			

To develop knowledge and understanding of how tectonic and climatic hazards impacts on both HIC and LIC countries allowing students to understand how each impact of the people, the environment and the economy of countries all over the world. Students develop empathy and compassion for those who face the daily risk of a natural disaster.

- To know the causes and effects of tectonic and weather hazards
- Earth Structure
- Plate boundaries
- Causes of weather hazards and tectonic hazards
- Primary and secondary impacts of earthquakes, volcanoes and tropical storms
- Responses to natural hazards – three P’s policy
- Case studies of earthquakes (Nepal), volcanoes (Iceland) and tropical storms (Typhoon Haiyan), Extreme weather in the UK (Beast from the east) in both HIC and LIC

- Application of knowledge and skills – short answered questions using sources and figures
 - Application of knowledge and skills of long answered questions using figures
- Knowledge retrieval of subject content

- Prior Learning**
 Climate change (Y9)
 ➤ Understanding how the changing climate can impact on climatic hazards
- Population (Y7)
 ➤ Understanding how the development of a country can impact on the impact of a natural disaster on a country
- Future Learning**
 The challenge of natural hazards (GCSE)
 Changing economic world (GCSE)
 ➤ Understanding how differing levels of wealth and development can impact on the severity of a natural hazard
- Connections to the Curriculum**
 ➤ SMSC: 1B, 1C, 1D, 2C

- Careers**
- Volcanologist
 - Seismologist
 - Engineering geologist
 - Groundwater modeller
 - Teacher
 - Hydrogeologist
 - Researcher
 - Aid worker
- Future Pathways**
- Natural hazard management
 - Environmental science
 - Geophysical hazards

Summer

Brazil

Brazil is an emerging global superpower and this has far reaching implications both nationally and internationally. It is important for students to have an awareness of the political, economic and social impact that this on the country. The purpose of the module is to explore social, political and environmental norms and compare them to what our lived experience in the UK is. The module will

	<p>also explore the economic development of the nation and how this has made them key players on an economic stage. The module will allow students to immerse themselves into in depth case studies connected to fragile environments such as the tropical rainforest.</p>			
	<ul style="list-style-type: none"> ➤ Understanding and knowledge developed will be built around the following concepts: ➤ Physical geography of Brazil ➤ Ecosystems and resources in Brazil. ➤ Historical geography of Brazil ➤ Employment structure of Brazil ➤ Layers of the Amazon Rainforest ➤ Adaptations in the Amazon Rainforest ➤ Values and Threats in the Amazon Rainforest. ➤ Development in Brazil ➤ Challenges of urbanisation in Rio De Janerio 	<ul style="list-style-type: none"> ➤ Application of knowledge and skills – short answered questions using sources and figures ➤ Application of knowledge and skills of longs answered questions using figures ➤ Knowledge retrieval of subject content 	<p>Prior Learning</p> <ul style="list-style-type: none"> ➤ Cold environments (Y7) looking at the processes in an ecosystem. ➤ Ecosystems (Y8) the pupils will have knowledge of the delicately balanced ecosystems around the globe. ➤ Dynamic economies (Y9) the pupils are to study economic changes on a range of scales <p>Future Learning</p> <ul style="list-style-type: none"> ➤ Living World – a study of impacts on ecosystems globally with a case study focus on Brazil. 	<p>Careers</p> <ul style="list-style-type: none"> ➤ Non-governmental organisation worker ➤ International politics ➤ Charity work ➤ Green Peace ➤ WWF <p>Future Pathways</p> <ul style="list-style-type: none"> ➤ Politics ➤ Biology ➤ Environmental science ➤ Conservation
Summer	<p>Coasts</p> <p>To understanding how coastlines have been developed and formed both around the UK and globally and how a changing coastline can pose a threat to life and the environment.</p>			
	<ul style="list-style-type: none"> ➤ To develop knowledge and 	<ul style="list-style-type: none"> ➤ Application of knowledge: Short answer questions on 	<p>Prior learning Rivers (Y7)</p>	<p>Careers</p>

	<p>understanding of coastal areas.</p> <ul style="list-style-type: none"> ➤ Wave type and formation ➤ Coastal weathering and mass movement ➤ Coastal processes ➤ Erosion – landforms, headlands and bays, cliffs, caves and arches ➤ Dorset coast (case study) ➤ Deposition – landforms, beaches, sand dunes, spits and bars ➤ Coastal management Lyme-Regis (case study) 	<p>the features of coasts using maps and photographs.</p> <ul style="list-style-type: none"> ➤ Application of knowledge: Extended answer Knowledge retrieval practice – questions ranging from multiple choice to developed answers 	<ul style="list-style-type: none"> ➤ Understanding how erosional, transportation and depositional process can shape the land. ➤ Understanding how the interaction between both rivers and the coastline can impact upon the land <p>Cold Environments (Y7)</p> <ul style="list-style-type: none"> ➤ Understanding how the processes that shape the landscape can also influence the coastal landscape (weathering processes) <p>Future Learning</p> <ul style="list-style-type: none"> ➤ Physical processes in the rivers and cold environments schemes of work at GCSE <p>Connections to the Curriculum</p> <ul style="list-style-type: none"> ➤ SMSC: 1B, 1C, 1D, 2B, 2C 	<ul style="list-style-type: none"> ➤ Flood and coastal risk management enforcement officer ➤ Flood and coastal erosion risk management ➤ Coastal engineer ➤ Environment agency ➤ Coastguard <p>Future Pathways</p> <ul style="list-style-type: none"> ➤ Coastal marine resource management ➤ Marine biologist ➤ Geography ➤ Coastal and Ocean science ➤ Coastal engineering
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