

KS3 Geography

Curriculum Intent 2021-2022

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 Carding Mill 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. Homework is set through TEAMS.

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 and online using software such as TEAMS, SENECA and GCSE Pods 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. Teams. Seneca Learning. GCSE Pods.

Year 7 Overview

Term	Knowledge	Assessment	Connections to learning	Connections to future pathways
Fantastic Places – Geographical Skills 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. They will develop their skills and knowledge through the use of place around the world beginning with the UK.				
Autumn	<ul style="list-style-type: none"> ➤ To develop an understanding of key geographical skills: ➤ What is geography ➤ Map skills ➤ Our island home ➤ Data analysis ➤ Physical geography of the UK ➤ Human geography of the UK ➤ Four figure grid references 	<ul style="list-style-type: none"> ➤ Application of knowledge and geographical skills ➤ Application of knowledge: Extended answer - fieldwork 	Future learning: Cold environments (Y7) <ul style="list-style-type: none"> • Upland glacial landscapes Rivers (Y8) <ul style="list-style-type: none"> • River landscapes Development (Y7) <ul style="list-style-type: none"> • Locational knowledge of people Connections to the Curriculum	<ul style="list-style-type: none"> ➤ Careers <ul style="list-style-type: none"> ➤ Surveyor ➤ Engineer ➤ Data Analyst ➤ Town & Country Planner ➤ Cartographer ➤ Environmental Consultant ➤ Outdoor education centre worker ➤ Environmental Manager Future Learning <ul style="list-style-type: none"> ➤ Geography

<ul style="list-style-type: none"> ➤ Six figure grid references ➤ Measuring distance ➤ Contour lines ➤ Longitude and latitude ➤ Cross profiles ➤ Map symbols ➤ GIS – Focus on London ➤ Fieldwork – School Site 		<ul style="list-style-type: none"> • SMSC 1B,C 	<ul style="list-style-type: none"> ➤ Environmental Studies ➤ Surveying, Mapping and Geographical Information Systems
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Weather and Climate

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>To develop an understanding of the climate and influences on the weather impacting the UK</p> <ul style="list-style-type: none"> ➤ What is weather and climate ➤ Air pressure ➤ Air masses ➤ Depressions ➤ Rain and Clouds ➤ Factors effecting climate ➤ Recording the weather 	<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. 	<p>Prior Learning</p> <ul style="list-style-type: none"> • Fantastic places (Y7) <p>Future learning</p> <ul style="list-style-type: none"> • Landscapes - Rivers (Y7) • Population (Y8) • locational knowledge of people – Fantastic places - (Y7) <p>Connections to the Curriculum</p> <ul style="list-style-type: none"> • SMSC 1B,C 	<p>Careers</p> <ul style="list-style-type: none"> • Climatology • Meteorology • Environmental scientist • Broadcasting • Environment agency • Local council
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	<ul style="list-style-type: none"> ➤ Urban microclimates ➤ UK extreme weather ➤ Tropical cyclone 			
Spring	<p>Cold Environments</p> <p>This topic will challenge the perceptions of climate change as communicated through the media and enable students to understand how physical processes over millions of years have led to the formation of spectacular upland landscapes in the UK and wider world. Such landscapes sustain life through providing supplies of water and bring much needed income to isolated areas through primary such as quarrying and agriculture, and tertiary industries such as tourism. Students will also gain an understanding of the importance of polar areas focusing on specific places such as Antarctica and Svalbard.</p>			
	<p>To develop knowledge and understanding of cold environments</p> <ul style="list-style-type: none"> ➤ Location and Ice age ➤ Glacial processes of erosion and transportation ➤ Glacial landforms ➤ Use of OS maps ➤ Glaciation in the Lake District (case study) ➤ The importance of glaciers ➤ Antarctica (case study) ➤ Svalbard (Case Study) 	<p>Application of knowledge: Short answer, multiple choice and extended answer questions on glacial features of erosion, map skills related to cold environments and case study knowledge</p>	<p>Future learning</p> <ul style="list-style-type: none"> • Russia 's - Biomes • Climate change: challenges and solutions <p>Future learning Rivers (Y7), and Coasts (Y9)</p> <ul style="list-style-type: none"> • Concepts of erosion (abrasion), transportation and deposition • Concept of Weathering (frost shattering) • Global warming <p>Connections to the Curriculum</p> <ul style="list-style-type: none"> • Healthy Education 1F • SMSC 1B, 2C,4A • Fundamental British Values A 	<p>Careers</p> <ul style="list-style-type: none"> • Scientific research • Glaciologist • Climatology • Explorer • Tour Guides • National Parks workers • Environmentalist <p>Future pathways</p> <ul style="list-style-type: none"> • Glaciology • Geography • Climate change
Spring	<p>Development</p>			

Development combines the study of human geography with international development to learn how to tackle the biggest challenges facing the modern world – poverty and inequality, food security, climate change, conflict, global governance, sustainability and migration. Geographers use social, economic and political indicators to measure development in countries throughout the world. Students will learn the how different countries have developed and understand how the development gap has affected the development of certain countries with a focus on food, water and health inequalities.

- To develop knowledge and understanding of development through:
- An unequal world
 - How development is measured
 - BRICS
 - How the development gap has grown
 - Water inequalities
 - Food inequalities
 - The virus that shocked the world
 - Case study (Kenya)
 - Whether there could be an end to poverty

- Application of knowledge: Short answer, multiple choice and extended answer questions on data analysis and the development of Malawi.

- Future learning:
- Population distribution and poverty in Africa (Y7)
 - Population and urbanisation (Y8)
 - Russia - human geography (Y8)
 - Dynamic economies – changing structure of the economy (Y9)

- Connections to the Curriculum
- RSE 5C
 - Healthy Education 6A
 - SMSC 1A,B,D, 2A,C 4A,B,C
 - Fundamental British Values A,B,C,F

- Careers
- Aid worker
 - Humanitarian
 - International trade manager
 - United nations negotiator
 - NGO worker
- Future pathways:
- Sustainable development
 - Demography
 - International development studies

Summer

Africa

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. It is a continent of contrasts, containing diverse landscapes from deserts to tropical rainforests, and consists of countries at contrasting levels of development from those in poverty to countries that have developed to be global powers. Through studying the reasons for the different levels of income students will learn the causes, effects and solutions to the development gap and develop their knowledge of key indicators of development. The topic will focus on Kenya as the basis of the key aspect's development and trade.

	<p>To develop knowledge and understanding of the continent of Africa</p> <ul style="list-style-type: none"> ➤ Physical and Human geography of Africa ➤ Human geography of Africa ➤ Population distribution ➤ Africa's biomes ➤ Physical features of the horn of Africa ➤ Nairobi a city of contrasts ➤ Flower Trade ➤ Tourism in Kenya 	<p>Application of knowledge: Short answer, multiple choice and extended answer questions on population distribution, physical characteristics relating to geographical skills and case study knowledge on Kenya and the impact of slums.</p>	<p>Prior learning Cold Environments (Y7) and Rivers (Y7)</p> <ul style="list-style-type: none"> ➤ Spatial distribution of population ➤ Variation across continents ➤ Development (Y7) – development gap <p>Connections to the Curriculum</p> <ul style="list-style-type: none"> ➤ RSE 5C ➤ Healthy Education 6A ➤ SMSC 1A,B,D, 2A,C 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.
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Year 8 Overview

Term	Knowledge	Assessment	Connections to learning	Connections to future pathways
Autumn	<p style="text-align: center;">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</p>			

Spring	<p>British values. The change in population in many parts of the UK has led to a more urbanised world which can be explained through the development of cities such as Manchester.</p>			
	<ul style="list-style-type: none"> ➤ The growth of the population ➤ Population distribution ➤ The DTM model ➤ Population change ➤ Decision Making Exercise ➤ The impact of population growth ➤ What is urbanisation ➤ Urban life ➤ Migration ➤ Making cities more sustainable 	<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"> • Development (Y7) • Africa (Y7) • Geographical skills (Y7) <p>Future learning</p> <ul style="list-style-type: none"> • Dynamic economies • Resource management • Climate change <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 pathways</p> <ul style="list-style-type: none"> ➤ Demographer ➤ International development studies
<p style="text-align: center;">Russia</p> <p>Russia is a globally significant place and home to a diverse range of landscapes and environments. Russia's varied physical regions, are defined by their landforms, climate, vegetation and soils. There are enormous spatial variations, from hot desert to icy tundra, not forgetting the marine environment of the Arctic Ocean - large parts of which Russia claims ownership over. Russia has always exerted enormous influence on a planetary scale. Past rulers built a global empire, followed by a soviet super-state. Today, Russia is a so-called 'BRIC' economy and a G8 nation. Fossil fuel sales to neighbouring countries in Europe, as well as China, provide Russia with wealth, power and influence. As they explore this relationship, students will learn how finite supplies of natural resources can result in global interdependency between different places. Students will also analyse how Russia's unique story has produced a country whose population is hard to categorise, both economically and demographically. According to most economic and social indicators of development, Russia is a developed country like the UK or France. However, once students begin to explore the data, they will discover facts that may not fully support this view.</p>				

<p>To understand the geographical importance of Russia:</p> <ul style="list-style-type: none"> ➤ Locating Russia ➤ Rural and Urban Russia ➤ Russian Biomes ➤ Russia the ruler of resources ➤ Russia and the USA ➤ Is Russia pushing outwards ➤ What is left in Chernobyl ➤ Is Russia as developed as the UK. ➤ Social issues in Russia 	<ul style="list-style-type: none"> ➤ Application of knowledge: Short answer, multiple choice and extended answer questions on Russian biomes to geographical skills and case study knowledge on Russian development 	<p>Prior Learning:</p> <ul style="list-style-type: none"> ➤ Cold environments (Y7) ➤ Geographical skills – GIS - (Y7) ➤ Asia (Y8) ➤ Population and urbanisation (Y8) ➤ Development (Y7) <p>Future Learning:</p> <ul style="list-style-type: none"> ➤ Climate change (Y9) ➤ Changing economic world (GCSE) <p>Connections to the Curriculum</p> <ul style="list-style-type: none"> ➤ RSE 5C ➤ Healthy Education 6A ➤ SMSC 1A,B,D, 2A,C 4A,B,C <p>Fundamental British Values A,B,C,F</p>	<p>Careers:</p> <ul style="list-style-type: none"> ➤ GIS analyst ➤ United nations negotiator ➤ Scientific researcher ➤ Meteorologist ➤ Engineer <p>Future pathways:</p> <ul style="list-style-type: none"> ➤ Environmental science ➤ Climate change ➤ GIS
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Weather and Climate

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>To develop an understanding of the climate and influences on the weather impacting the UK</p>	<ul style="list-style-type: none"> ➤ Application of knowledge assessed via regular recall tasks / quizzes 	<p>Prior Learning</p> <ul style="list-style-type: none"> • Fantastic places (Y7) <p>Future learning</p> <ul style="list-style-type: none"> • Landscapes - Rivers (Y7) 	<p>Careers</p> <ul style="list-style-type: none"> • Climatology • Meteorology • Environmental scientist
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<p>Summer</p>	<ul style="list-style-type: none"> ➤ What is weather and climate ➤ Air pressure ➤ Air masses ➤ Depressions ➤ Rain and Clouds ➤ Factors effecting climate ➤ Recording the weather ➤ Urban microclimates ➤ UK extreme weather <p>Tropical cyclone</p>	<ul style="list-style-type: none"> ➤ Formal assessment via an exam style question using data and sources. ➤ 	<ul style="list-style-type: none"> • Population (Y8) • locational knowledge of people – Fantastic places - (Y7) <p>Connections to the Curriculum</p> <ul style="list-style-type: none"> • SMSC 1B,C 	<ul style="list-style-type: none"> • Broadcasting • Environment agency • Local council
<p>Asia – China and India</p> <p>Asia is the largest of the world’s continents, covering approximately 30 percent of the Earth’s land area. It is also the world’s most populous continent, with roughly 60 percent of the total population. The social and political geography of the continent continues to inform and influence the rest of the world. China and India are global superpowers and have 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, the belt in the road and Dharavi slum..</p>				

	<p>To develop knowledge and understanding of the continent of Asia</p> <ul style="list-style-type: none"> ➤ Asia – what and where ➤ China – human geography ➤ China – physical geography ➤ Shenzhen – a megacity ➤ Life in rural China ➤ Environmental challenges in China ➤ The belt in the road initiative ➤ Three gorges dam ➤ Human geography of India ➤ Physical geography of India ➤ India Vs UK ➤ Development of India ➤ Life in a slum 	<ul style="list-style-type: none"> ➤ Application of knowledge: Short answer, multiple choice and extended answer questions on population distribution, physical characteristics relating to geographical skills and case study knowledge on China and the impact of the three gorges dam. 	<p>Prior Learning:</p> <ul style="list-style-type: none"> ➤ Development (Y7) ➤ Geographical skills (Y7) ➤ Population and urbanisation(Y7) <p>Future learning:</p> <ul style="list-style-type: none"> ➤ Russia (Y8) ➤ Rivers (Y8) ➤ Climate Change (Y9) ➤ Dynamic economies (Y9) <p>Connections to the Curriculum</p> <ul style="list-style-type: none"> ➤ RSE 5C ➤ Healthy Education 6A ➤ SMSC 1A,B,D, 2A,C 4A,B,C ➤ Fundamental British Values A,B,C,F 	<p>Careers</p> <ul style="list-style-type: none"> ➤ Human rights activities ➤ Environmentalist ➤ Politics and international relations ➤ Economic and business development <p>Future pathways</p> <ul style="list-style-type: none"> ➤ International development studies ➤ Human geography
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Year 9 Overview

Term	Knowledge	Assessment	Connections to learning	Connections to future pathways
Autumn	<p>Climate Change</p> <p>Climate change underpins or influences many aspects of other elements in geography. To deepen the knowledge and understanding of the causes and implications of a changing climate in the future and how this will impact globally, locally and nationally is important. Climate change has related to other damaging weather events such as more frequent and more intense hurricanes, floods, downpours, and winter storms. In polar regions, the warming global temperatures associated with climate change have meant ice sheets and glaciers are melting at an accelerated rate from season to season. Students will also develop a further understanding and knowledge of how climate change can be managed, and the impact can be reduced.</p>			
	<p>To develop knowledge and understanding of the issues of climate change.</p> <ul style="list-style-type: none"> ➤ Climate patterns ➤ Evidence of climate change ➤ Causes of climate change ➤ The Greenhouse Effect ➤ Local actions, global effects ➤ Local impacts on the UK ➤ Ecological breakdown ➤ How to cut emissions 	<p>Application of knowledge and skills: short answer questions along with extended question on the causes of climate change</p>	<ul style="list-style-type: none"> ➤ Prior Learning <ul style="list-style-type: none"> ➤ Cold Environments (Y7) ➤ Impact of climate change of glacial environments ➤ Rivers (Y8) ➤ Impact of climate change on the frequency of weather events leading to river flooding (Y) <p>Future Learning</p> <ul style="list-style-type: none"> ➤ Natural hazards (Y9) ➤ Intensity and frequency of tropical storms ➤ Climate change (GCSE) <p>Connections to the Curriculum</p> <ul style="list-style-type: none"> ➤ SMSC: 1B, 1C, 1D, 2A, 2B, 2C 	<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 ➤ Economics and governance of climate change

Natural Hazards

Natural hazards, which are not easily avoided or controllable (or, in many cases, predictable in the short term), have profound influences on our safety, economic security, social development, and political stability, as well as every individual's overall well-being. It is important 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 movement
- Causes of weather hazards and tectonic hazards
- Primary and secondary impacts of earthquakes, volcanoes
- Responses short and long term
- Tsunamis
- Why people live near tectonic areas
- Case studies of earthquakes (Nepal),

- Application of knowledge and skills – short answered questions using sources and figures
- Application of knowledge and skills of extended answered questions using figures from case study examples

Prior Learning

Climate change (Y9)

- Understanding how the changing climate can impact on climatic hazards

Population (Y8)

- 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

Careers

- Volcanologist
- Seismologist
- Engineering geologist
- Groundwater modeller
- Teacher
- Hydrogeologist
- Researcher
- Aid worker

Future Pathways

- Natural hazard management
- Environmental science
- Geophysical hazards

	<p>volcanoes (Iceland)</p>		<p>Connections to the Curriculum</p> <ul style="list-style-type: none"> • SMSC: 1B, 1C, 1D, 2C 	
<p>Summer</p>	<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 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.</p>			
	<p>To understand and develop knowledge of dynamic economies:</p> <ul style="list-style-type: none"> ➤ How can we measure development ➤ 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. 	<p>Application of knowledge: Short answer questions on the changes in industry using maps and photographs. Application of knowledge: Extended answer Knowledge retrieval practice – questions ranging from multiple choice to developed answers</p>	<p>Prior Learning:</p> <ul style="list-style-type: none"> ➤ 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. <p>Future Learning:</p> <ul style="list-style-type: none"> ➤ Changing economic world, further learning on economies and the economic differences around the world. 	<p>Careers</p> <ul style="list-style-type: none"> ➤ 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. <p>Future learning</p> <ul style="list-style-type: none"> ➤ Changing Economic World (Y10) ➤ Contemporary urban environments (Y13)

	<ul style="list-style-type: none"> ➤ How have primary industries changed in the UK ➤ How have secondary industries changed in the UK ➤ How have tertiary industries changed in the UK ➤ A comparative study of economic development of an NIC – Nigeria 		<p>Connections to the Curriculum</p> <ul style="list-style-type: none"> ➤ SMSC: 1B, 1C, 1D, 2B, 2C <p>Fundamental British Values A,B,C,F</p>	
Summer	<p>Middle East</p> <p>The Middle East is a geographical region that has been of great importance in history since ancient times. Strategically located, it is a natural land bridge connecting the continents of Asia, Africa, and Europe. In recent times its enormous deposits of oil have made the Middle East more important than ever. With 5% of the world’s population but only 1% of its water, conflicts over basic resources can be a source of underlying tension in a region characterised by ethnic and religious diversity. The students will learn how both the human and physical geography of the Middle East are interconnected and have shaped the current perception they have come to understand.</p>			
<p>To develop the knowledge and understanding of the middle east:</p> <ul style="list-style-type: none"> ➤ Introduction to the middle east 	<ul style="list-style-type: none"> ➤ Application of knowledge: Short answer questions on the changes in industry using maps and photographs. 	<p>Prior learning:</p> <ul style="list-style-type: none"> ➤ Geographical skills (Y7) ➤ Russia – concept of distribution and development (Y8) 	<p>Careers:</p> <ul style="list-style-type: none"> • Data Analyst • Environmentalist • Engineer • Water quality specialist 	

	<ul style="list-style-type: none"> ➤ Biomes in the middle east ➤ Human geography of the middle east ➤ Challenges of the Arabian Peninsula ➤ Conflict in the middle east ➤ Development of Qatar Vs Yemen ➤ Opportunities in the middle east ➤ Is Dubai a sustainable city? 	<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"> ➤ Africa – concept of population distribution along with the opportunities and challenges (Y7) ➤ Development (Y7) - unequal development ➤ Population and urbanisation (Y8) <p>Connections to the Curriculum</p> <ul style="list-style-type: none"> ➤ RSE 5C ➤ Healthy Education 6A ➤ SMSC 1A,B,D, 2A,C 4A,B,C ➤ Fundamental British Values A,B,C,F 	<ul style="list-style-type: none"> • Hydrologist <p>Future pathways:</p> <ul style="list-style-type: none"> • Climate change • International development studies • Sustainable cities • Renewable energy
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