

## Recovery Curriculum Overview for Year 7

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Curriculum Content:</b></p> <p><b>Priority Essential knowledge and skills</b> that will be taught.</p>	<p><u>Topic: Ecosystems</u></p> <p><b>Key knowledge:</b> What are ecosystems Sahara case study Desert adaptations Tropical rainforest structure Tropical rainforest adaptations Protecting the rainforest Ecotourism</p> <p><b>Key skills:</b> Describing location</p>	<p><u>Topic: Local enquiry</u></p> <p><b>Key knowledge:</b> Sequence of enquiry How to formulate an enquiry question How to collect, analyse and interpret data</p> <p><u>Topic: UK settlement, people and places</u></p> <p><b>Key knowledge:</b> What the UK consists of Physical landscape of Britain Population distribution in Britain Types of employment Location and importance of London</p> <p><b>Key skills:</b> Plotting and interpreting a line graph</p>	<p><u>Topic: UK settlement, people and places</u></p> <p>Continue_Topic: Weather and climate</p> <p><b>Key knowledge:</b> Differences between weather and climate Climate since the ice age Using climate graphs Features of the UKs weather Types of rainfall Examples of extreme weather Case study: Storm Ciara and Dennis Formation of a tropical storm Case study: Hurricane Dorian</p> <p><b>Key skills:</b> Interpreting climate graphs</p>	<p><u>Topic: weather and climate (cont)</u></p> <p><u>Topic: Coasts</u></p> <p><b>Key knowledge:</b> Wave types and characteristics Physical processes of erosion, transportation and deposition including longshore drift Landforms of erosion Impacts of the sea on people e.g. coastal flooding, cliff collapse Case study: Happisburgh Coastal defence and management strategies How humans use the coast</p> <p><b>Key skills:</b> Build on knowledge of globes, maps and atlases, and apply and develop this knowledge. Interpret OS maps in the classroom, including using GR and scale and aerial and satellite photographs.</p>	<p><u>Topic: The Horn of Africa</u></p> <p><b>Key knowledge:</b> Africa as a continent Perceptions of Africa Where is the Horn of Africa Physical features of the Horn of Africa Coffee farming in Ethiopia and role of fair trade Exploration of nomadic lifestyle</p> <p><b>Key skills:</b> Describing location, population density and climate</p>	<p><u>Topic: The Horn of Africa (cont.)</u></p> <p><b>Key knowledge:</b> Africa as a continent Perceptions of Africa Where is the Horn of Africa Physical features of the Horn of Africa Coffee farming in Ethiopia and role of fair trade Exploration of nomadic lifestyle</p> <p><b>Key skills:</b> Describing location, population density and climate</p> <p><u>Topic: Fantastic places TBC</u></p>
<p><b>*Recovery:</b> Essential Knowledge from KS2 previous term that needs revisiting. <i>(only valid for NC subjects)</i></p>	<p><b>Locational/place knowledge:</b> Locate the world's countries ... Identify the position and significance of latitude and longitude ... Understand geographical similarities and differences through the study of a region on N/S America</p> <p><b>Human and physical geography:</b> Describe and understand key aspects of physical geography, including climate zones and biomes.</p> <p><b>Geographical skills/fieldwork:</b> Use maps, atlases and digital mapping to locate countries and describe features studied.</p>	<p><b>Locational knowledge:</b> Name and locate counties and cities of the UK, geographical regions and their identifying human features, land use patterns and how these have changed over time.</p> <p><b>Human and physical geography:</b> Describe and understand key aspects of human geography including: types of settlement and land use</p> <p><b>Skills/fieldwork:</b> <b>Bar graphs and environmental impact surveys will be carried out in this unit.</b></p>	<p><b>Locational/place knowledge:</b> Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topological features, and land use patterns and understand how these have changed over time. Understand similarities and differences through the study of human and physical geography of a region within the UK.</p> <p><b>Human and physical geography:</b> Understand key aspects of physical geography (weather and climate)</p>	<p><b>Locational/place knowledge:</b> Name and locate, geographical regions and their identifying human and physical characteristics, key topological features, and understand how these have changed over time. Understand similarities and differences through the study of physical geography of a region within the UK.</p>	<p><b>Locational/place knowledge:</b> Name and locate, geographical regions and their identifying human and physical characteristics, key topological features, and understand how these have changed over time. Understand similarities and differences through the study of physical geography of a region within the UK. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics.</p> <p><b>Human and physical geography:</b> Describe and understand key aspects of physical and human geography.</p>	<p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics.</p> <p><b>Human and physical geography:</b> Describe and understand key aspects of physical and human geography.</p>
<p><b>Assessment:</b></p>	<p>A unit assessment which will be peer/teacher marked, teacher assessed and then reflected and improved upon by students in the following lesson.</p>	<p>A unit assessment which will be peer/teacher marked, teacher assessed and then reflected and improved upon by students in the following lesson.</p> <p>Previous knowledge of ecosystems re-tested.</p>	<p>A unit assessment which will be peer/teacher marked, teacher assessed and then reflected and improved upon by students in the following lesson.</p> <p>Previous knowledge of UK settlement/local enquiry.</p>	<p>A unit assessment which will be peer/teacher marked, teacher assessed and then reflected and improved upon by students in the following lesson.</p> <p>Previous knowledge of 'UK settlements' re-tested.</p>	<p>A unit assessment which will be peer/teacher marked, teacher assessed and then reflected and improved upon by students in the following lesson. <b>As this assessment is based on fieldwork, it may differ in format to previous assessments and be in 'write up form'</b></p> <p>Previous knowledge of 'Coasts' re-tested.</p>	<p>A unit assessment which will be peer/teacher marked, teacher assessed and then reflected and improved upon by students in the following lesson.</p> <p>Previous knowledge of 'HOA' re-tested.</p>

## Recovery Curriculum Overview for Year 8

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Curriculum Content:</b></p> <p><b>Priority Essential knowledge and skills</b> that will be taught.</p>	<p><u>Topic: Asia</u></p> <p><b>Key knowledge:</b>  <u>Asia:</u>                      Locational geography                      Population size                      International connections and contrasts                      Physical features of Asia                      What are the mountains of Asia like e.g. Himalayas  <u>India:</u>                      Location (including Mumbai)                      Urbanisation                      What is it like to be rich/poor in Mumbai                      Advantages/disadvantages of tourism in India                      Importance of rivers</p> <p><b>Key skills:</b>                      Build on knowledge of globes, maps and atlases, and apply and develop this knowledge.</p>	<p><u>Topic: Weather and climate</u></p> <p><b>Key knowledge:</b>                      Differences between weather and climate                      Climate since the ice age                      Using climate graphs                      Features of the UKs weather                      Types of rainfall                      Examples of extreme weather                      Case study: Storm Ciara and Dennis                      Formation of a tropical storm                      Case study: Hurricane Dorian</p> <p><b>Key skills:</b>                      Interpreting climate graphs</p>	<p><u>Topic: Rivers and ice</u></p> <p><b>Key knowledge:</b>                      Overview of the water cycle                      What are glaciers? How are glaciers changing in Russia?                      What upland landforms are created by rivers?                      Journey from source to mouth                      Erosional landforms e.g. meanders and ox-bow lakes                      Causes of river flooding                      How flooding can be managed                      Case study: 2015 York floods – causes, effects, responses</p> <p><b>Key skills:</b>                      Sorting geographical information, using an atlas                      Using an O.S. map to identify different landforms.</p> <p><b>Locational/place knowledge:</b>                      Name and locate geographical regions and their identifying physical characteristics, key topological features (including hills and rivers) and understand how some of these aspects have changed over time.                      Understand geographical similarities and differences through the study of a region of the UK.</p> <p><b>Human and physical geography:</b>                      Describe and understand key aspects of physical geography, including: rivers and the water cycle.</p> <p><b>Geographical skills/fieldwork:</b>                      Use a compass. 4 figure GR, symbols and key (including OS maps) to build knowledge of the UK.</p>	<p><u>Topic: Complete rivers + ice</u></p> <p><u>Topic: Global Fashion</u></p> <p><b>Key knowledge:</b>                      What is globalisation?                      Describe the pattern of clothing manufacture around the world                      What are the reasons behind clothes being made in LICs                      What are conditions like in factories where clothing is made?                      The role of fair trade in fashion                      Case study: Dhaka Bangladesh factory collapse 2013</p> <p><b>Key skills:</b>                      Build on knowledge of globes, maps and atlases, and apply and develop this knowledge.</p>	<p><u>Topic: Complete global fashion</u></p> <p><u>Topic: Population/migration</u></p> <p><b>Key knowledge:</b>                      Features of world population                      World population distribution and change                      DTM                      Ageing population                      What is migration and why does it happen?                      European 'migrant crisis'                      Life in a refugee camp (including a comparison)                      Where do UK refugees come from?</p> <p><b>Key skills:</b>                      Interpreting population pyramids                      Build on knowledge of globes, maps and atlases, and apply and develop this knowledge.</p>	<p><u>Topic: Complete population and migration</u></p> <p><u>Topic: Fantastic places</u></p>
<p><b>Recovery:</b>                      Essential Knowledge from previous term that needs revisiting.</p>	<p>This will be based on the skills that students learnt in Year 7 e.g. understanding command words, interpreting photos, graphs etc.</p>	<p><u>Asia:</u>                      Physical features of Asia                      Urbanisation                      Mumbai                      Importance of rivers</p>	<p><u>Weather and climate:</u>                      Water cycle                      Air pressure                      Storms</p> <p><u>Coasts:</u>                      Landforms in coastal environments.</p>	<p><u>Rivers and ice:</u>                      Landforms in glaciated and river environments                      Glaciers in Russia</p>	<p><u>Global fashion:</u>                      Globalisation                      Describe the pattern of clothing manufacture around the world                      The role of fair trade in fashion                      Case study: Dhaka Bangladesh factory collapse 2013</p>	<p><u>Population and migration:</u>                      World population distribution and change                      What is migration and why does it happen?                      European 'migrant crisis'</p>
<p><b>Assessment:</b></p>	<p>A unit assessment which will be peer/teacher marked, teacher assessed and then reflected and improved upon by students in the following lesson.</p>	<p>Asia</p>	<p>Weather and climate</p>	<p>Rivers and ice</p>	<p>Global fashion</p>	<p>Population and migration</p>

## Recovery Curriculum Overview for Year 9

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Curriculum Content:</b></p> <p><b>Priority Essential knowledge and skills</b> that will be taught.</p>	<p><b>Topic 1: The living world</b></p> <p><b>Key knowledge:</b>  <u>Idea 1 Ecosystems</u> – Ecosystems exist at a range of scales and involve interaction between different components</p> <p><u>Idea 2 – Tropical rainforests</u>                      – Tropical rainforests have a range of distinctive characteristics</p> <p><u>Idea 3</u> – Deforestation has economic and environmental impacts</p> <p><u>Idea 3</u> – TRFs need to be managed to be sustainable</p> <p><b>Key skills:</b>                      Interpreting a range of maps, photos and graphical information e.g. describing location of TRF, identifying key facts from a photo.</p>	<p><b>Topic 1: The living world</b></p> <p><b>Key knowledge:</b>  <u>Idea 4 – Hot deserts</u> - Hot desert ecosystems have a range of distinctive characteristics</p> <p>Key ideas 5 – Development of the hot desert creates opportunities and challenges</p> <p>Key idea 6 – Areas on the fringe of the hot desert are at risk of desertification</p> <p><b>Key skills:</b>                      Graphical e.g. drawing and interpreting climate graphs</p> <p>Cartographic e.g. using PEA to describe key information from a map</p> <p>Formulate ideas and enquiry e.g. decision making for desertification</p>	<p><b>Topic 2: Physical landscapes in the UK</b></p> <p><b>Key knowledge:</b>  <u>Idea 1</u> – The UK has a range of diverse landscapes</p> <p><u>Idea 2 – Coastal landscapes in the UK</u> - The coast is shaped by a number of physical processes</p> <p><u>Idea 3</u> – Distinctive landforms are the result of rock type, structure and physical processes</p> <p><u>Idea 4</u> – Management strategies protect the coast</p> <p><b>Key skills:</b>                      Cartographic e.g. 6 fig GR and identifying key coastal features</p> <p>Analysing a range of source material</p> <p>Use of data</p>	<p><b>Topic 2: Physical landscapes in the UK</b></p> <p><b>Key knowledge:</b></p> <p><u>Idea 5 – River landscapes in the UK</u> – The shape of river valleys changes as rivers flow downstream</p> <p><u>Idea 6</u> – Distinctive fluvial landforms result from different physical processes</p> <p><b>Key skills:</b>                      Cartographic e.g. 6 fig GR and identifying key river features</p> <p>Graphical e.g. drawing and interpreting a hydrograph</p> <p>Use of data</p> <p><b>Topic 3: The challenge of resource management</b></p> <p>See HT 4 for information</p>	<p><b>Topic: The challenge of resource management:</b></p> <p>Key idea 1 – Food, water and energy are fundamental to human development.</p> <p>Key idea 2 – The changing demand and provision of resources in the UK create opportunities and challenges</p> <p>- An overview of resources in relation to the UK</p> <p>- Food (growing demand for high value, seasonal and organic food; larger carbon footprints; trend toward agribusiness)</p> <p>- Water (changing demand; water quality and pollution management; matching supply and demand; the need for transfer)</p> <p>- Energy (changing energy mix; reduced domestic supplies of fossil fuels; economic and environmental issues with exploiting energy sources)</p> <p><u>Idea 3 – Energy</u> – Demand for energy resources is growing globally but supply can be insecure, which may lead to conflict</p> <p>- Areas of surplus and deficit (including global distribution, reasons for increasing energy consumption and factors affecting energy supply)</p> <p>- Impacts of energy insecurity</p> <p>Key idea 4 – Different strategies can be used to increase energy supply</p> <p>- Overview of strategies to increase energy supply (renewable and non-renewable sources of energy; an example to show advantages and disadvantages of extracting fossil fuel.</p> <p>- Moving toward a sustainable resource future (e.g. energy conservation; individual energy use and carbon footprints; an example of a local renewable energy scheme in a LIC/NEE to provide sustainable supplies of energy.</p>	<p><b>Revision</b></p> <p><b>DME:</b>                      Based on the 2018 Abington reservoir issue evaluation</p>
<p><b>Recovery:</b>                      Essential Knowledge from previous term that needs revisiting.</p>	<p>This will be based on the skills that students learnt in KS3 e.g.</p> <p>Describing location using GCSE                      Describing trends shown on graphs using GCSE                      Using photographs</p> <p><b>Homework set will also test previous knowledge</b></p>	<p><u>The living world</u> – ecosystems and tropical rainforests</p> <p><b>Homework set will also test previous knowledge</b></p>	<p><u>The living world</u> – hot deserts</p> <p><u>Physical landscapes in the UK</u> – marine processes and landforms</p> <p><b>Homework set will also test previous knowledge</b></p>	<p><u>Physical landscapes in the UK</u> – coastal landscapes – landforms of erosion</p> <p><b>Homework set will also test previous knowledge</b></p>	<p><u>Physical landscapes in the UK</u> – river landscapes including fluvial processes</p> <p><b>Homework set will also test previous knowledge</b></p>	<p><u>The challenge of resource management</u></p> <p>Food, water and energy are fundamental to human development.</p> <p>Changing demand and provision of resources in the UK.</p>
<p><b>Assessment:</b></p>	<p>CONNECTS/ASSESSMENT:                      Coasts knowledge re-tested from Year 8, plus Living World</p>	<p>An end of unit assessment which will be peer/teacher marked, teacher assessed and then reflected and improved upon by students in the following lesson.                      CONNECTS/ASSESSMENT: Living world from HT 1</p>	<p>CONNECTS/ASSESSMENT: Living World knowledge re-tested, plus coastal landscapes</p>	<p>An end of unit assessment which will be peer/teacher marked, teacher assessed and then reflected and improved upon by students in the following lesson.                      CONNECTS/ASSESSMENT: Living world, coasts and rivers</p>	<p>CONNECTS/ASSESSMENT: Living world, coasts and rivers, resource management</p>	<p>Y9 PPE will be completed based on past paper. All taught units will be tested including:                      CONNECTS/ASSESSMENT: Living world, coasts and rivers, resource management</p>

## Recovery Curriculum Overview for Year 10

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Curriculum Content:</b></p> <p><b>Priority Essential knowledge and skills</b> that will be taught.</p>	<p><b>Topic 3: The challenge of natural hazards</b></p> <p><b>Key knowledge:</b>  <u>Idea 1 – Natural hazards</u> – Natural hazards pose risks to people and property  <u>Idea 2 – Tectonic hazards</u> – Earthquakes and volcanic eruptions are the result of physical processes  <u>Idea 3</u> – The effects of, and responses to, tectonic hazards vary in areas of contrasting wealth  <u>Idea 4</u> – Management can reduce the effects of a tectonic hazard</p>	<p><b>Topic 3: The challenge of natural hazards</b></p> <p><b>Key knowledge:</b>  <u>Idea 5 – Weather hazards</u>  <u>Idea 6</u> – Tropical storms develop as a result of particular physical conditions  <u>Idea 7</u> – Tropical storms have significant effects on people and the environment  <u>Idea 8</u> – The UK is affected by a number of weather hazards - An overview of types of weather hazard experienced in the UK  <u>Idea 9</u> – Extreme weather events in the UK have impacts on human activity  <u>Idea 10 – Climate change</u> – Climate change is the result of natural and human factors, and has a range of effects</p>	<p><b>Topic: The challenge of resource management:</b></p> <p><u>Key idea 1</u> – Food, water and energy are fundamental to human development.  <u>Key idea 2</u> – The changing demand and provision of resources in the UK create opportunities and challenges</p> <ul style="list-style-type: none"> <li>- An overview of resources in relation to the UK</li> <li>- Food (growing demand for high value, seasonal and organic food; larger carbon footprints; trend toward agribusiness)</li> <li>- Water (changing demand; water quality and pollution management; matching supply and demand; the need for transfer)</li> <li>- Energy (changing energy mix; reduced domestic supplies of fossil fuels; economic and environmental issues with exploiting energy sources)</li> </ul> <p><u>Idea 3 – Energy</u> – Demand for energy resources is growing globally but supply can be insecure, which may lead to conflict</p> <ul style="list-style-type: none"> <li>- Areas of surplus and deficit (including global distribution, reasons for increasing energy consumption and factors affecting energy supply)</li> <li>- Impacts of energy insecurity</li> </ul> <p><u>Key idea 4</u> – Different strategies can be used to increase energy supply</p> <ul style="list-style-type: none"> <li>- Overview of strategies to increase energy supply (renewable and non-renewable sources of energy; an example to show advantages and disadvantages of extracting fossil fuel.</li> <li>- Moving toward a sustainable resource future (e.g. energy conservation; individual energy use and carbon footprints; an example of a local renewable energy scheme in a LIC/NEE to provide sustainable supplies of energy.</li> </ul>	<p><b>Topic: The changing economic world (Development gap and Nigeria)</b></p> <p><u>Key idea 1</u> – There are global variations in economic development and quality of life</p> <ul style="list-style-type: none"> <li>- Classifying different parts of the world</li> <li>- Different measures of development</li> <li>- Limitations of measures</li> <li>- Links between DTM and levels of development</li> <li>- Causes of uneven development</li> <li>- Consequences of uneven development</li> </ul> <p><u>Key idea 2</u> – Various strategies exist for reducing the global development gap</p> <ul style="list-style-type: none"> <li>- Overview of strategies to reduce the development gap</li> <li>- An <b>example</b> of how tourism helps to reduce the gap in an NEE/LIC (Jamaica)</li> </ul> <p><u>Key idea 3</u> – Some NEEs are experiencing rapid growth leading to significant change</p> <ul style="list-style-type: none"> <li>- <b>Case study</b> of an NEE (Nigeria) to illustrate: <ul style="list-style-type: none"> <li>- Location and importance</li> <li>- Wider political, social, cultural context</li> <li>- Changing industrial structure</li> <li>- Roles of TNCs in relation to industrial development</li> <li>- Political and trading relationships</li> <li>- International aid</li> <li>- Environmental impacts of economic development</li> </ul> </li> </ul> <p>Effects of economic development of QoL</p>	<p><b>Complete (up to)</b></p> <p><b>Topic 5: Fieldwork (Physical and human)</b></p> <p><b>Application of knowledge, understanding and skills</b></p> <p><u>Enquiry strand 1</u> – Suitable question for geographical enquiry  <u>Enquiry strand 2</u> – Selecting, measuring and recording data  <u>Enquiry strand 3</u> – Selecting appropriate ways of presenting data  <b>Application of knowledge, understanding and skills</b>  <u>Enquiry strand 4</u> – Describing, analysing and explaining fieldwork data  <u>Enquiry strand 5</u> – Reaching conclusions  <u>Enquiry strand 6</u> – Evaluation</p>	<p><b>Revision for PPE:</b></p> <p>Revision will focus on all units and skills that are needed for the GCSE exams.</p> <p>Revision will also include a practice DME based on the 2019 pre-release material for paper 3.</p> <p><b>Topic 4: Practice DME teaching</b></p> <p><b>Key knowledge:</b></p> <p>To be discussed with Cockburn but will focus on the 2019 pre-release which was based on deforestation of the TRF and later examined in the summer PPE</p>
<p><b>Recovery:</b> Essential Knowledge from previous term that needs revisiting.</p>	<p><u>The living world:</u> TRF Hot deserts</p> <p><u>UK physical landscapes:</u> Landforms Management</p> <p><u>Urban issues and challenges:</u> Rio – challenges and opportunities Bristol – Challenges and opportunities</p>	<p><u>The living world:</u> TRF Hot deserts</p> <p><u>UK physical landscapes:</u> Landforms Management</p> <p><u>Urban issues and challenges:</u> Rio – challenges and opportunities Bristol – Challenges and opportunities</p> <p><u>Natural hazards:</u> Tectonic hazards</p>	<p><u>The living world:</u> TRF Hot deserts</p> <p><u>UK physical landscapes:</u> Landforms Management</p> <p><u>Urban issues and challenges:</u> Rio – challenges and opportunities Bristol – Challenges and opportunities</p> <p><u>Natural hazards:</u> Tectonic hazards Weather hazards</p>	<p><u>Urban issues and challenges:</u> Rio – challenges and opportunities Bristol – Challenges and opportunities</p> <p><u>Natural hazards:</u> Tectonic hazards Weather hazards</p> <p><u>The challenge of resource management</u> Food, water and energy are fundamental to human development. Changing demand and provision of resources in the UK.</p>	<p><u>The living world:</u> TRF Hot deserts</p> <p><u>UK physical landscapes:</u> Landforms Management</p> <p><u>The challenge of resource management:</u> Energy</p> <p><u>Changing economic world:</u> Indicators of development</p>	<p>All topics as revision for the PPE.</p>

<b>Assessment:</b>	CONNECTS/ASSESSMENT: Coasts knowledge re-tested from Year 9, plus rivers	An end of unit assessment which will be peer/teacher marked, teacher assessed and then reflected and improved upon by students in following lessons. CONNECTS/ASSESSMENT: Rivers knowledge re-tested from Year 9, plus Urban issues and challenges	CONNECTS/ASSESSMENT: The living world knowledge re-tested from Year 9, plus Urban issues and challenges	An end of unit assessment which will be peer/teacher marked, teacher assessed and then reflected and improved upon by students in following lessons. CONNECTS/ASSESSMENT: Urban issues and challenges re-tested from Year 10, plus natural hazards	CONNECTS/ASSESSMENT: Fieldwork plus natural hazards	Y10 PPE will be completed based on past papers and a mixture of topics from Y9/10, to be confirmed.  2018 exam likely to be used.
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## Recovery Curriculum Overview for Year 11

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Curriculum Content:</b></p> <p><b>Priority Essential knowledge and skills</b> that will be taught.</p>	<p><b>Topic: The challenge of resource management:</b></p> <p><u>Key idea 1</u> -Food, water and energy are fundamental to human development</p> <p><u>Key idea 2</u> – The changing demand and provision of resources in the UK create opportunities and challenges</p> <ul style="list-style-type: none"> <li>- An overview of resources in relation to the UK</li> <li>- Food (growing demand for high value, seasonal and organic food; larger carbon footprints; trend toward agribusiness)</li> <li>- Water (changing demand; water quality and pollution management; matching supply and demand; the need for transfer)</li> <li>- Energy (changing energy mix; reduced domestic supplies of fossil fuels; economic and environmental issues with exploiting energy sources)</li> </ul> <p><u>Idea 3 – Energy</u> – Demand for energy resources is growing globally but supply can be insecure, which may lead to conflict</p> <ul style="list-style-type: none"> <li>- Areas of surplus and deficit (including global distribution, reasons for increasing energy consumption and factors affecting energy supply)</li> <li>- Impacts of energy insecurity</li> </ul> <p><u>Key idea 4</u> – Different strategies can be used to increase energy supply</p> <ul style="list-style-type: none"> <li>- Overview of strategies to increase energy supply (renewable and non-renewable sources of energy; an example to show advantages and disadvantages of extracting fossil fuel.</li> <li>- Moving toward a sustainable resource future (e.g. energy conservation; individual energy use and carbon footprints; an example of a local renewable energy scheme in a LIC/NEE to provide sustainable supplies of energy.</li> </ul>	<p><b>Catch up:</b> Work will be planned around catching up on the work that was set during school closures and on-line learning.</p>	<p><b>Revision:</b></p> <p>This will be planned after the PPE as analysis of the exam papers will indicate areas that are needed to be worked on.</p>	<p><b>Revision:</b></p> <p>This will be planned after the PPE as analysis of the exam papers will indicate areas that are needed to be worked on.</p> <p>Revision will focus on all units and skills that are needed for the GCSE exams.</p> <p>Revision will also include a practice DME based on the 2019 pre-release material for paper 3.</p>	<p><b>Paper 3: Pre-release</b></p> <p>The topic/content will not be known until 12 weeks before the exam when the pre-release material is available.</p> <p><b>Revision will be continued based on an analysis of PPE examinations and other assessments</b></p>	
<p><b>Recovery:</b> Essential Knowledge from previous term that needs revisiting.</p>	<p>THERE MUST BE REVISITING OF ALL UNITS IN CONNECTS AND HW – this will be based on the geography calendar</p>	<p><b>Catch up:</b> Work will be planned around catching up on the work that was set during school closures and on-line learning:</p> <p><u>Urban issues and challenges:</u> Bristol regeneration Urban sustainability (Freiburg example)</p> <p>THERE MUST BE REVISITING OF ALL UNITS IN CONNECTS AND HW – this will be based on the geography calendar</p>	<p><b>Catch up:</b> Work will be planned around catching up on the work that was set during school closures and on-line learning:</p> <p><u>The challenge of natural hazards:</u> Natural hazards Tectonic hazards</p> <p>THERE MUST BE REVISITING OF ALL UNITS IN CONNECTS AND HW – this will be based on the geography calendar</p>	<p>THERE MUST BE REVISITING OF ALL UNITS IN CONNECTS AND HW – this will be based on the geography calendar</p>		

<p><b>Assessment:</b></p>	<p>Previous knowledge of 'Urban issues and challenges' and the 'Living world' will be assessed from Year 10</p>	<p>A unit assessment which will be peer/teacher marked, teacher assessed and then reflected and improved upon by students in following lessons.</p> <p>Previous knowledge of 'The challenges of resource management' and 'UK physical landscapes' will be re-tested from Year 10</p>	<p>Previous knowledge of 'Resource management' and 'Natural hazards' will be re-tested from Year 10</p>	<p>A unit assessment which will be peer/teacher marked, teacher assessed and then reflected and improved upon by students in following lessons.</p> <p>There will likely be a mixture of all previous units learnt tested as this year group are now on full revision for their GCSE exams.</p>		
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