

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Population Change – Human Paper Unit 1 (7 weeks – 10 double lessons)	Water on the Land – Physical Paper Unit 5 (7 weeks – 10 double lessons)	Controlled Assessment (6 weeks – 9 double lessons)	Controlled Assessment (5 weeks – 7 double lessons)	Tourism – Human Paper Unit 6 (7 weeks – 10 double lessons)	Revision (7 weeks – 10 double lessons)
Year 10	<p>The Global Population Structure: Students will study how population differs around the world and the reasons for this. They will look at how population has changed over time and the problems that have arisen because of this.</p> <p>The Social, Economic & Political Implications of Population Change: Students will look at different policies that have been put into place in order to control or encourage population growth. A specific focus will be placed on China’s controversial “One Child Policy” along with other global examples. Students will explore the issue of sustainability and whether or not our rapid global population growth can continue.</p> <p>Ageing Population: Students will explore the problems associated with ageing populations around the world. They will look at governmental methods that have been used to cope with ageing populations along with incentives offered to encourage a country’s birth rate. Japan will be of particular focus along with one EU country.</p> <p>Migration: Students will look at the reasons that people move places and in particular the push and pull factors that lead to these moves. Refugee movement will be of particular importance and the current migrant situation will be looked at in detail. As a comparison, the Mexico to USA migration route will also be taken into account.</p>	<p>River Processes: Students will explore the processes that shape the rivers of our world. They will look at how rivers destroy the land, transport it and then deposit it in a new location. Case studies will range from local rivers up to worldwide rivers.</p> <p>River Features: Students will discover the features that rivers create. Waterfalls, gorges, meanders and ox-bow lakes will all be studied along with well-known examples to bring them to life.</p> <p>River Discharge: Factors that affect the discharge of a river will be examined. Rainfall, temperature, relief and rock type all play a part in determining the conditions of rivers around the world.</p> <p>Flooding: Students will look into the human and physical causes of river flooding. They will explore the idea that river flooding is becoming an ever increasing event. The differing global responses to flooding will then be explored to see how these floods affect people’s lives.</p> <p>River Management: Students will analyse the different methods of river management. They will look at both hard and soft engineering techniques and debate which methods are the best to use.</p> <p>Water Usage: Students will look into water surplus and deficits and how rivers are managed to provide a reliable supply. The issues that arise from this management will be studied the UK will be focused on as a case study.</p>	<p>Students will be undertaking a three-day residential fieldtrip to Juniper Hall FSC on January 27th – January 29th 2016. Here they will complete the methodology, data collection and data presentation parts of their controlled assessments.</p> <p>A thorough introduction will be completed in the first two weeks of Term 4 to ensure that all students are fully prepared before the trip.</p> <p>Juniper Hall FSC has a wide range of equipment and computer software that will allow all students to collect and present their data to an extremely high standard.</p> <p>On returning to school, students will carry out the high controlled sections of the controlled assessment. This includes the data analysis, conclusion and evaluation.</p> <p>Controlled Assessment Title: Investigate changes along the long profile of a river.</p> <p>Controlled assessment makes up 25% of all students’ final GCSE grade.</p>	<p>Global Tourism Increase: Students will look into the trends that have led to the global growth of tourism. The economic importance of tourism to an area/country will be discussed.</p> <p>UK Tourism: The management of UK tourism will be looked into and students will learn how the prosperity of UK tourist areas can be continued. UK National Parks and UK Coastal Resorts will be covered in this unit. Students will put plans into place that will ensure a successful future for the UK tourism industry.</p> <p>Mass Tourism: Students will explore the advantages that tourism has to areas. Mass tourism will be looked at along with the positives, negatives and the strategies put into place to protect against it. A tropical destination will be explored as a case study.</p> <p>Extreme Environments: Students will look at one extreme environment (desert or polar) and how they are susceptible to damage from the growth in the tourism industry. The increased demand for “adventure holidays” will also be explored.</p> <p>Ecotourism: Students will discover the idea of sustainability and the importance it has on the future of worldwide tourism. They will understand the importance of stewardship and conservation in today’s world. Students will develop an understanding of ecotourism and the benefits it has on the environment, local economy and people’s lives.</p>	<p>Students will complete a range of revision activities and sessions in order to consolidate everything that has been covered in Year 10.</p> <p>This time will allow students to familiarise themselves with key terms and processes, exam techniques, practice GCSE questions and also revisit and material that they are unsure of. Case studies will be covered in detail to ensure students are comfortable when covering the longer questions in the exams.</p> <p>Mini mock tests will be carried out to prepare students for the year 10 mock exam week.</p>	
Assessment	End of unit assessment. Students will complete a GCSE style paper, made up of selected questions that reflect the content of the Population Change unit.	End of unit assessment. Students will complete a GCSE style paper, made up of selected questions that reflect the content of the Water on the Land unit.	Controlled Assessment is worth 25% of student’s final GCSE Grade. This will be externally assessed by AQA and results released alongside examination results in August 2017.	End of unit assessment. Students will complete a GCSE style paper, made up of selected questions that reflect the content of the Tourism unit.	Year 10 Mock Exam Week – past paper to be sat.	

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Year 11	The Coastal Zone – Physical Paper Unit 7 (7 weeks – 10 double lessons)	The Restless Earth – Physical Paper Unit 1 (7 weeks – 10 double lessons)	The Restless Earth – Physical Paper Unit 1 (5 weeks – 7 double lessons)	Globalisation – Human Paper Unit 5 (6 weeks – 9 double lessons)	Revision (6 weeks – 9 double lessons)	Revision & Final Exams (7 weeks)
	<p>Shaping the Coast: The processes that shape our coasts will be explored with a particular focus on weathering, mass movement, erosion, transportation and deposition.</p> <p>Coastal Landforms: Students will look into the landforms that are found along the world’s coastal areas. The formation of erosional features (wave-cut platforms, wave-cut notches, caves, arches, stacks and stumps) and depositional features (beaches, spits, bars, tombolos and salt marshes) will be covered in detail.</p> <p>Rising Sea Levels: The importance of rising sea levels to those living in coastal zones will be discussed in this unit. Case studies of The Thames and Bangladesh will be used to highlight the economic, environmental, social and political implications.</p> <p>Coastal Management: Management strategies will be discussed. Hard and soft-engineering will be looked. Students will study the advantages and disadvantages of both and make decisions on the best methods to use.</p> <p>Coastal Habitats: A case study of a coastal habitat will be studied. Its environmental characteristics along with the species that inhabit it will be discussed. Conservation strategies along with sustainable usage of the habitats will be an area of importance.</p>	<p>The Earth’s Makeup: The materials that make up our planet will be discovered. Students will then go on to look at the location of tectonic plates around the world. The difference between plates and their boundaries will be looked at along with the landforms (fold mountains, ocean trenches, shield and composite volcanoes) that are created at each one.</p> <p>Human Use of Landforms: A case study of either The Alps or The Andes mountain range will be looked at here to discover how humans use landforms to benefit themselves. HEP, mining and tourism will be a focus along with the challenges that people face in these areas (steep gradients, poor soils & landslides).</p> <p>Volcanoes: Different types of volcanoes will be studied. A case study of a volcanic eruption will be looked at in detail. The social, economic and environmental effects will be discussed along with any positive and negative impacts. Students will look at how volcanic eruptions can be predicted before moving on to looking at the responses taken once an eruption occurs.</p> <p>Supervolcanoes: The characteristics of supervolcanoes will be discovered along with the possible consequences if one were to erupt. A focus will be placed on Yellowstone National Park in America.</p> <p>Earthquakes: The location and cause of earthquakes will be studied. Their features (epicentre, focus, and shockwaves) will be looked into along with the scales of measurement that are used. The effects of earthquakes will be looked at through a rich country (Japan) example and a poor country (Kashmir) example. Ways of predicting earthquakes will be looked into along with the immediate and long-term responses to them once they have occurred.</p> <p>Tsunamis: Students will discover the causes, effects and responses of a tsunami through the use of a case study. The Boxing Day Indian Ocean Tsunami of 2005 will be a particular focus.</p>	<p>Globalisation – The 21st Century: Students will understand the concept of globalisation and recognise global interdependence.</p> <p>Development of Manufacturing & Services: The influence of ICT will be looked into along with the importance it has in allowing businesses to expand globally. The advantages and disadvantages of a TNC will be looked at through a case study (Nike/BT/McDonalds).</p> <p>Importance of Manufacturing: The growth of manufacturing around the world has significant effects on some countries. The impacts of governmental legislations, working hours, health & safety, strikes, and taxes will be discovered. China as an NIC/ economic giant will be explored.</p> <p>Global Demand for Energy: The impact of world population growth along with increased wealth and technological advances will be linked to the increase in demand for energy around the world.</p> <p>Sustainable Development: Examples of renewable energy will be studied and students will explore methods put into place to reduce the use of non-renewable forms.</p> <p>Environmental Developments: Carbon footprints will be calculated with a particular focus on food miles. Social, economic and political issues linked to food will be explored.</p>	<p>Globalisation – Human Paper Unit 5 (6 weeks – 9 double lessons)</p> <p>Globalisation – The 21st Century: Students will understand the concept of globalisation and recognise global interdependence.</p> <p>Development of Manufacturing & Services: The influence of ICT will be looked into along with the importance it has in allowing businesses to expand globally. The advantages and disadvantages of a TNC will be looked at through a case study (Nike/BT/McDonalds).</p> <p>Importance of Manufacturing: The growth of manufacturing around the world has significant effects on some countries. The impacts of governmental legislations, working hours, health & safety, strikes, and taxes will be discovered. 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Social, economic and political issues linked to food will be explored.</p>	<p>Past papers to gain final practice on time management along with knowledge recall.</p> <p>Revision booklets containing a range of methods (mind maps, key words, diagrams) to be completed.</p> <p>Workshops after school with specific focus on different topics each week.</p>	<p>Exam Dates – To be announced.</p> <p>Students will complete two exams and a controlled assessment for their geography GCSE.</p> <p style="text-align: center;"><u>Unit 1: Physical geography external exam</u> 1 hour 30 minutes 75 marks 37.5 % of the total marks</p> <p style="text-align: center;"><u>Unit 2: Human geography external exam</u> 1 hour 30 minutes 75 marks 37.5 % of the total marks</p> <p style="text-align: center;"><u>Unit 3: Controlled Assessment</u> 6 hour write-up of local investigation 60 marks 25% of the total marks</p>
Assessment	End of unit assessment. Students will complete a GCSE style paper, made up of selected questions that reflect the content of the Coastal Zone unit.	End of unit assessment. Students will complete a GCSE style paper, made up of selected questions that reflect the content of the Restless Earth unit.	End of unit assessment. Students will complete a GCSE style paper, made up of selected questions that reflect the content of the Restless Earth unit. Year 11 Mock Exam Week – Past Paper to be sat.	End of unit assessment. Students will complete a GCSE style paper, made up of selected questions that reflect the content of the Globalisation unit.	N/A	

