

Geography

We aim to inspire our students to have a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. We want to equip our students with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As students progress through the subject, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

At Cornwallis Academy, we teach the National Curriculum for Geography, which aims to ensure that all students:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- are competent in the geographical skills needed to interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- are competent in the geographical skills needed to communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Year 10 Geography

Term One

Content of study	Urban Issues and Challenges [Unit 2.1]
What are the aims and objectives of this term?	Our aims are to learn about contrasting cities from HIC and LIC/NEEs but in so doing, it is to appreciate the values found in each as well as the motivations for choices. This could refer to the reasons for migration to cities that are already overcrowded or reluctance to move from slums in to purpose-built flats. Objectives for Term 1 are: • Be able to define key terms that enhance exam responses when used appropriately [e.g. urbanisation, suburbanisation, etc] • Be able to develop contextual knowledge of specific case studies [Term 1- London's infrastructure improvements, such as Crossrail, Tideway Tunnel sanitation, etc] • Apply theoretical knowledge to named examples [Term 1-London] • Be able to apply knowledge to draw conclusions and comment on effectiveness [evaluate effectiveness of regeneration in London Docklands, etc] • Be able to interpret data relating to specific places to inform conclusions and evaluations [May include city population growth rates, linking to theory, etc] Content covered in Term 1/Unit 2A: • A growing percentage of the world's population lives in urban areas. • Urban change in cities in the UK leads to a variety of social, economic and environmental opportunities and challenges.

	Urban sustainability requires management of resources and transport.
What previous knowledge is required?	The course can be taught with no prior teaching of the content, but we have designed Key Stage 3 to provide a grounding in this term's work. In Term 3 of Year 8, we study urbanisation specifically because 2 years later in their school career, that topic will be covered, albeit in much more depth. In Year 7 Term 3, Population is taught, but it incorporates distribution of large, densely populated centres, which provides a base for studying urban challenges later on in their school career.
How will this term's content help with future learning?	Good Geographers are able to build on their place knowledge and this unit allows students to see how contrasting cities are developing, one of which being in the UK, with which they are familiar with already. Geography requires learners to be able to link different types of content and in Y10, the ability to link topics that appear disparate but in fact link closely is required to access grades '7, 8 and 9'. This unit illustrates how the physical limitations can affect the human considerations and vice versa. Such synopticity is a vital component great success
Resources	Video clip to introduce the topic: Rapid urban growth-An introduction
Links to the national curriculum/specification	AQA-8035-Specification-2016.PDF In Term 1/Year 10, we teach urban theoretical models and specifically referencing London but prepare to contrast that knowledge of HIC cities with those in NEEs/LICs, specifically Rio de Janeiro/Lagos Content in London will include issues relating to regeneration, traffic, waste, sustainability, etc
Assessments	In Term 1 of Y10, we will assess the content from Term 1 [Section B-Urban Issues and Challenges] The students are still navigating the jump from Y9 to 10 and although materials of similar complexity have been studied in Y9, doing 9-mark questions is still quite daunting. Our solution is to have a booklet with a mixture of high and low tariff questions, covering all four assessment objectives, amounting to 20 marks. See resources for revision materials
Term Two	
Content of study	Urban Issues and Challenges [Unit 2.1] and Physical Landscapes of the UK [Unit 1.3]
What are the aims and objectives of this term?	In 'Urban Issues and Challenges' the aim is to complete Rio, having covered all related theory and the case study of London. Objectives for Term 2 are: - Be able to define key terms that enhance exam responses when used appropriately [e.g. rural to urban migration, corruption, natural increase, etc] - Be able to develop contextual knowledge of specific case studies [Term 1-Rio's social and economic challenges, solutions + opportunities, etc] - Apply theoretical knowledge to named examples [Term 2-Rio]

	• Be able to apply knowledge to draw conclusions and comment on effectiveness [evaluate effectiveness of solutions for different groups in Rio and its favelas, etc] • Be able to interpret data relating to specific places to inform conclusions and evaluations [May include city population growth rates, linking to theory-Identify differences between it and London etc] Content covered in Term 2/Unit 2A • Urban growth creates opportunities and challenges for cities in LICs and NEEs. • Compare and contrast LIC/NEE city [Rio de Janeiro] to HIC [London] Explain the differences using understanding from data and established theory. In 'Physical Landscapes of the UK' the aim is to complete the content on coastal processes, such as weathering and erosion Objectives for Term 2 are: • Be able to define key terms that enhance exam responses when used appropriately [e.g. concordant/discordant, etc] • Be able to develop contextual knowledge of specific case studies, such as Swanage Bay, Medmerry and Lyme Regis • Apply theoretical knowledge to named examples • Be able to apply knowledge to draw conclusions and comment on effectiveness [evaluate effectiveness of coastal defences] • Be able to interpret data relating to specific places to inform conclusions and evaluations [May include coastal erosion rates, linking to theory, etc] Content covered in Term 2/Unit 1C • The UK has a range of diverse landscapes. • The coast is shaped by a number of physical processes. • Distinctive coastal landforms are the result of rock type, structure and physical processes. • Different management strategies can be used to protect coastlines from the effects of physical processes.
What previous knowledge is required?	Similar as for Term 1. The course can be taught with no prior teaching of the content, but we have designed KS3 to provide a grounding in this term's work. In Y8, Term 3, we study urbanisation specifically because 2 years later in their school career, that topic will be covered, albeit in much more depth. In Y7, Term 3, Population is taught, but it incorporates distribution of large, densely populated centres, which provides a base for studying urban challenges later on in their school career. In Y8/Term 4, we teach Coasts so processes and resulting landforms are covered, which should lend itself well to the GCSE specification
How will this term's content help with future learning?	Good Geographers are able to build on their place knowledge [of one case study] and allows students to see how a contrasting city is developing. Geography requires learners to be able to link what they learnt about London and Rio and apply it a range of cities that may be classified as being in LIC/NEE or HICs. Longer questions that require levelling of responses rely entirely on having good knowledge of, understanding of and an evaluative view of case studies and often in a comparison of them.

	Processes learnt about in the coasts part of Physical Landscapes of the UK will learn about the processes that are common to rivers as well. .
Resources	Video clip to introduce the topic: Rio de Janeiro urban issues-Case study Video clip to introduce the topic: Coastal processes-Erosion, Transportation and Deposition Coastal erosion of landforms
Links to the national curriculum/specification	AQA-8035-Specification-2016.PDF In Term 1/Year 10, we teach urban theoretical models and specifically referencing London but contrasting to knowledge of cities in NEEs/LICs, specifically Rio de Janeiro The work on Physical Landscapes of the UK is supported by KS3 topics mandated by the National Curriculum, specifically that on Coasts Y8/Term 4]
Assessments	In Term 2 of Y10, we will assess the content from the second part of Urban Challenges. The rationale is that as we begin studying the contrasting city in an NEE/LIC, we need to know the student's understanding of theory and how it may apply to our learnt example of a city in an HIC. [London] We can assess where the gaps appear and Y10 interventions can be used to fill them. Our solution is to have a booklet with a mixture of high and low tariff questions, very similar to Term 1, covering all four assessment objectives, amounting to 20 marks, including 2 for SPaG
Term Three	
Content of study	Physical Landscapes of the UK-Coasts Rivers [Unit 1.3]
What are the aims and objectives of this term?	Our aims are to consolidate the content learnt in the 'Coasts' section of the Physical Landscapes of the UK' unit and to complete the 'Rivers' section Objectives for Term 3 are: • Be able to define key terms that enhance exam responses when used appropriately, such as 'lateral erosion' etc] • Be able to develop contextual knowledge of specific case studies, such as the Jubilee Relief River channel • Apply theoretical knowledge to named examples, including those referred to in exams • Be able to apply knowledge to draw conclusions and comment on effectiveness [evaluate effectiveness of hard and soft engineering • Be able to interpret data relating to specific places to inform conclusions and evaluations [May include meander migration rates, river lag times, etc linking to theory, etc] Content covered in Term 3/Unit 1C • The shape of river valleys changes as rivers flow downstream.

	• Distinctive fluvial landforms result from different physical processes. • Different management strategies can be used to protect river landscapes from the effects of flooding.
What previous knowledge is required?	The course can be taught with no prior teaching of the content, but we have designed KS3 to provide a grounding in this term's work. In Y8, Term 4, we study Coasts, specifically because 2 years later in their school career, that topic will be covered, albeit in much more depth. In Y8, Term 3, we study urbanisation, which does cover the shortage of housing and specifically the use of marginal lands, which may include on vulnerable coastlines or river floodplains
How will this term's content help with future learning?	Good Geographers are able to build on their place knowledge [of case study/studies/strategies] and allows students to see how a river can affect an area and what interventions may be required Geography requires learners to be able to link what they learnt about different strategies of river management and apply it to contrasting long profiles that may have different characteristics. Longer questions that require levelling of responses rely entirely on having good knowledge of, understanding of and an evaluative places or strategies In Y11/Term 4 and 4, extreme weather in the UK will draw on rivers when studying the flooding of the Somerset Levels
Resources	Video clip to introduce the topic: Coastal processes-Erosion, Transportation and Deposition Coastal erosion of landforms
Links to the national curriculum/specification	AQA-8035-Specification-2016.PDF In Term 3/Year 10, we teach specifically about rivers landscapes in the UK, applying in-depth knowledge of processes to case studies of Jubilee River relief channel, River Thames and the Tees as mandated case studies The work on Physical Landscapes of the UK is supported by KS3 topics mandated by the National Curriculum, specifically that on Rivers [Y7/Term 6]
Assessments	In Term 3 of Y10, we will assess the content from the second half of Term 2. [Section C-Physical landscapes of the UK-Coasts] The aim is to assess how much knowledge has been retained, as well as what can be accurately applied to 4- and 6-marks questions. Both case studies in Coasts have been learnt by this point. Our solution is similar to that used in Term 1 and 2, where we use a booklet with a mixture of high and low tariff questions, covering all four assessment objectives, amounting to 20 marks, including 2 for SPaG. See resources for revision materials
Term Four	
Content of study	Challenge of Managing Resources [Unit 2.3]

What are the aims and objectives of this term?	In this first half of the unit, we will examine the three chosen resources of water, energy and food. We are required to select an option from those three to examine in more depth Objectives for Term 4 are: • Be able to define key terms that enhance exam responses when used appropriately in respect of resources and consumption • Be able to develop contextual knowledge of specific places [Places where different issues may arise, such as famine, or water scarcity] • Be able to interpret data, such as climate graphs, composite bar graphs, etc relating to specific places to inform conclusions and evaluations. Content covered in Term 4 /Unit 2C • The significance of food, water and energy to economic and social well-being. • An overview of global inequalities in the supply and consumption of resources. • The changing demand and provision of resources in the UK create opportunities and challenges. ○ Food-Growing demand, carbon footprint, local sources and agribusiness ○ Water: Changing demand, Quality & pollution, Water transfer to satisfy demand ○ Energy: Changing energy mix, reducing domestic supplies, economic/environmental issues with exploitation
What previous knowledge is required?	The course can be taught with no prior teaching of the content, but we have designed KS3 to provide a grounding in this term's work. In Y9, Term 1, we study resources through the lens of non-renewable and more sustainable energy. In Y9/Term 2 we study the physical and economic scarcity, as well as what a lack of it can result of. By discussing resources that everyone uses [and needs] we get to tap in to everyday knowledge, from the cost of energy and the impacts it has in everyday situations, to stories we see in the news about climate change and what this may do to water availability. This was covered this in Term 2/Y9 [Water World]
How will this term's content help with future learning?	Good Geographers are able to build on their place knowledge [of one case study] and allows them to, in this case, link environmental conditions to shortages, for example with water. Challenges associated with exploitation of sustainable energy may be connected to the extreme or remote conditions of a location, like the Isle of Lewis for wind energy. The economic challenges posed by a lack of resources or benefits offered by a surplus are referenced in the 'Changing Economic World' unit. [Term 2/Y11] Geography requires learners to be able to link what they learnt about economic challenges and what this may do to their choices in how to use available resources, whether sustainable or not.
Resources	Video clip to introduce the topic: Global distribution of resources
Links to the national curriculum/specification	AQA-8035-Specification-2016.PDF

	In Term 4/Year 10, we teach about resources and the availability of them, as well as the changes in consumption. We examine the reasons for there being variations in both. We have done similar things in KS3, in one case studying contrasting energy sources, through the lens of sustainability [Term 1/Y9 'Natural Resources and the Environment'] In another instance, we studied the availability of water and the causes of and implications of scarcity [Term 2/Y9]
Assessments	In Term 4 of Y10, we will assess the content from Term 3 of Y10. [Unit 1/Topic 3- Rivers] The aim is to assess how much knowledge has been retained, as well as what can be accurately applied to 4- and 6-marks questions. All theory and skills relevant to the test Our solution is similar to that used in Term 1 and 2, where we use a booklet with a mixture of high and low tariff questions

Term Five

Content of study	Challenge of Managing Resources [Unit 2.3] # 2 and The Living World [Unit 2.2] # 1
What are the aims and objectives of this term?	<u>In Challenges of Resource Management</u>, our aim is to complete the section of the unit where we focus on a specific one of the three 'resources studied. In this case, we focus on Food. Objectives for Term 5 are: • Be able to define key terms that enhance exam responses when used appropriately in respect of improving food supplies and sustainability • Be able to develop contextual knowledge of specific places [Places where different issues may arise, such as in Bangladesh where sustainable rice and fish farming is assisting with development and a rising quality of life • Be able to interpret data, such as climate graphs, composite bar graphs, etc relating to specific places to inform conclusions and evaluations, such as the higher temperatures in Almeria where the temperatures can support successful growth in crops Content covered in Term 5/Unit 2.3 • Demand for food resources is rising globally but supply can be insecure, which may lead to conflict. • Different strategies can be used to increase food supply <u>In The Living World</u>, our aim is to learn about contrasting biomes, with specific reference to named examples, initially, studying a temperate Deciduous biome [Epping Forest] and after the first of two contrasting biomes, the Amazon Tropical Rainforest. Objectives for Term 5 are: • Be able to define key terms that enhance exam responses when used appropriately • Be able to develop contextual knowledge of specific places [Epping Forest, UK and Amazon Rainforest]

	• Be able to apply knowledge to draw conclusions and comment on effectiveness [evaluate] • Be able to interpret data, such as climate graphs, composite bar graphs, etc relating to specific places to inform conclusions and evaluations. Content covered in Term 5/Unit 1.2 • Ecosystems exist at a range of scales and involve the interaction between biotic and abiotic components. • Tropical rainforest ecosystems have a range of distinctive characteristics. • Deforestation has economic and environmental impacts. • Tropical rainforests need to be managed to be sustainable.
What previous knowledge is required?	Hot desert environments and Tropical biomes are studied in Y7/Term 4 and 5, giving students a basis in their characteristics, including how flora and fauna is able to adapt. Issues like these, and others are routinely found in the past papers [AQA 9-1-8035/1] and are prominent in the specification.
How will this term's content help with future learning?	Good Geographers are able to build on their place knowledge [of one case study] and allows them to, in this case, linking challenges in any given environments. Challenges associated with exploitation of labour in agribusiness are referenced in the 'Changing Economic World' unit as a reason for uneven development [Term 2/Y11] Geography requires learners to be able to link what they learnt about economic challenges and what this may do to their choices in how to use available resources, whether sustainable or not.
Resources	Video clip to introduce the topic: Sustainable rice and fish farming Agribusiness in Almeria-Rob Gamesby Video Clip to introduce the topic: Deciduous Forest-Epping Forest Tropical Rainforest biomes
Links to the national curriculum/specification	AQA-8035-Specification-2016.PDF In Term 5/Year 11, we teach about the ways that people are interacting with our environments and affecting them. The links in this unit are with the 'Changing Economic World' in how natural resources are used to develop economically. There are links with the wider issue of sustainability, specifically related to CO₂ in our atmosphere. The future of this 'Carbon Sink' does affect the rest of the world, including large cities struggling against a large carbon footprint. The climate change aspect of 'Challenge of Natural Hazards, in Term 6/Year 9 is linked though the study of carbon stores and by definition, large green forests as found in the equatorial belt.

Assessments	The Term 5 assessment is a PPE, tackling all topics completely covered in the course thus far. This includes; Urban Issues and Challenges, Physical landscapes of the UK and Challenge of Resource Management.
Term Six	
Content of study	The Living World [Unit 2.2] # 2
What are the aims and objectives of this term?	In 'Living World' Pt 2, our aim is to learn about contrasting biomes, with specific reference to named example that is in contrast with the TRFs-The Thar Desert Objectives for Term 6 are: • Be able to define key terms that enhance exam responses when used appropriately • Be able to develop contextual knowledge of specific places [The physical characteristics in north west India, including climate, etc] • Be able to apply knowledge to draw conclusions and comment on effectiveness. [evaluate] In this instance, that could include the attempts to harness the region as an economic asset. • Be able to interpret data, such as climate graphs, composite bar graphs, etc relating to specific places to inform conclusions and evaluations. Content covered in Term 6/Unit 2B • Finish and recap the Epping Forest environment and the Tropical Rainforest biome. • Hot desert ecosystems have a range of distinctive characteristics. • Development of hot desert environments creates opportunities and challenges. • Areas on the fringe of hot deserts are at risk of desertification. Fieldwork will also be conducted in this term, normally taking place in the week after the last of the external exams are held [late June] One day is used for a human study [a transport study in Canterbury] and the other is a physical study [of beach management in Herne Bay] As well as the time spent in the field collecting data, more time will be used to help understand our conclusions and after will be spent applying our findings to previous exam papers [Unit 3/section 2]
What previous knowledge is required?	Hot desert environments and Tropical biomes are studied in Y7/Term 4 and 5, giving students a basis in their characteristics, including how flora and fauna is able to adapt. Issues like these, and others are routinely found in the past papers [AQA 9-1-8035/1] and are prominent in the specification. Hot, semi-arid areas are covered in Y9/Term 2 'Water World' can do allude to the way desertification can see semi-arid areas transform in to hot desert environments
How will this term's content help with future learning?	Good Geographers are able to build on their place knowledge [of Tropical rainforest case study and potentially of the Thar Desert] Geography requires learners to be able to link what they learnt about economic challenges and what this may do to their choices in how to use available resources, whether sustainable or not.

	This term also deals with fieldwork, which builds in an understanding of what will be necessary in the Unit 3/Section B. This will include the most effective ways of presenting data, how to draw conclusions and evaluate, the latter two of which are particularly useful in Unit 3/Section A too. The unseen fieldwork component of Unit 3/Section B will need to be addressed, before the fieldwork is undertaken, requiring practice of AO4 skills. This will comprise of short 'Walking, Talking' tasks with information that have to be studied before answering the questions.
Resources	Video Clip to introduce the topic: Tropical rainforests-BBC Teach video clip Temperate Deciduous-BBC Teach video clip The Thar Desert-Hot Desert biome
Links to the national curriculum/specification	AQA-8035-Specification-2016.PDF In Term 5/Year 11, we teach about the ways that people are interacting with our environments and affecting them. The links in this unit are with the 'Changing Economic World' in how natural resources are used to develop economically. There are links with the wider issue of sustainability, specifically related to CO2 in our atmosphere. The future of this 'Carbon Sink' does affect the rest of the world, including large cities struggling against a large carbon footprint, so linked to 'Urban Issue and Challenges' in Term 1/Y10 The climate change aspect of 'Challenge of Natural Hazards, in Term 6/Year 9 is linked though the study of carbon stores and by definition, large green forests as found in the equatorial belt.
Assessments	A paper, comprised of low and high tariff questions will be set, this time including a 9-mark question. It will be based on the first section of the Living World unit, including Tropical Rainforests The aim is to stretch the most able with the longer questions, as in Y10, but we have to help the less able by illustrating what an answer that achieves 50% or more looks like. The highest ability will be able to use full mark exemplar responses to help model what they need to improve their own. See resources for revision materials