

KS4 Geography

Head of Department: Mr Matthews Murray



Curriculum Intent

We **serve** our students with an adaptive curriculum that meets the needs of all. Our different subjects have carefully identified plans outlining, what they teach and why. This is shared with all students, staff and parents to empower our community in their learning journey and includes careful consideration of sequencing of knowledge and skills. Cardinal Pole is committed to providing **opportunities** for staff and students to become life-long lovers of learning through personalised feedback, opportunities for reflection and progression. We are a community of **aspirant** learners where teachers are experts and students are critical scholars. This is achieved through absolute clarity of expectations and constant re-evaluation of needs through a shared language. We **reward** our community of learners by celebrating the successes, progress and achievements of all.

How do all KS4 Geography lessons start? (Ready to Learn)

All lessons at Cardinal Pole start with a 'Ready to Learn' activity. The purpose of this is to support retrieval and prepare students for the lesson with recalling relevant knowledge. This activity is printed for students and handed out at the door. Students are expected to sit at their desk immediately and complete the task before sticking it in their books while the teacher welcomes the class and takes the register.

Ready to learn activities in **Geography** look like this:



Title: How does development vary throughout the UK?

LAST LESSON	LAST WEEK	LAST TOPIC
What is the aim of the Sustainable Development Goals?	Name three development indicators.	Where in the UK has the most water as a natural resource? North South East
What are 'countries working together to help increase development through partnerships'? Circle one. International aid Inter-governmental agreements Bottom-up strategies	State one social and one economic impact of uneven development. Social: Economic:	Explain what desalination plants are.

Year 11

Y10 Geography

River Fieldwork: After completing the fieldwork- How will we present the data, what did we find and how could we improve our methods?

River Fieldwork: What are the different characteristics of a river? How do these characteristics change as you go downstream?

River Fieldwork: What is our fieldwork enquiry? Where are we going, What data will we collect?

Changing Cities: Case Study – Rio de Janeiro
How effectively have the government, NGOs and charities responded to the challenges of rapid development?

River Landscapes: What are the different causes of flooding in rivers and how can the risk of flooding be managed?

Changing Cities: Case Study – Rio de Janeiro
What are the Social, Economic and Environmental challenges created by rapid urbanisation in Rio?

River Landscapes: What are the Landforms found in the Upper, Middle and Lower courses of rivers?

Changing Cities: Case Study – Rio de Janeiro
How has Rio been impacted by migration and development?

Coasts: What are the human activities that impact our coastlines, and how do we protect our coastlines?

Changing Cities: Case Study – London, Changes that have occurred in London (De-industrialisation and changes to retailing.)

Coasts: What are erosional and depositional landforms found on coastlines?

Changing Cities: Case Study - London
What are the urban processes taking place in London?

Changing Cities: What are the patterns of urbanisation in the UK and around the world?

Coasts: What difference do the rock types at coastlines make to coastal processes?

Coasts: How do waves impact the coastline and which coastal processes do they cause?

Development: Case study – India
Political (e.g. geopolitics) and social (e.g. population) changes that have impacted India

Development: Case study – India
Causes, impacts and responses to the rapid development of India

Development: Case study – India
How does the development of India vary within the country? (Core vs Periphery)

Development: Case study – India
Economic sectors within India and how trade and investment have impacted the economy

Development: Measuring development
There are several development indicators used to measure the development of countries (e.g. GDP per capita)

Development: Uneven development
Causes and impacts of uneven development both in the UK and globally

How is your attainment measured in Year 10 in Autumn term?

Autumn: HT1 – Global Development

Mid Topic Assessment (Short answer Exam Questions /25)	Short answer questions - To describe data about development in various countries. - To explain the causes and impacts of uneven development globally.
8 Mark Question	Assess the causes of uneven development globally - To define the term uneven development - To explain the physical causes of uneven development - To explain the historical causes of uneven development - To explain the economic causes of uneven development - To provide a judgement on which cause is most impacting on uneven development

Autumn: HT2 – Coastal Landscapes

8 Mark Question	Examine the role of physical processes in the formation of the spit show in Figures 2b and 2c. - To use the figure to find evidence of the processes that have taken place. - To explain processes that have formed the spit.
End of Topic Assessment	Short answer questions and an 8 marker. - To explain the reasons for different rates of erosion at a coastline. - To define key terms (e.g. types of erosion, transportation, weathering or mass movement) - To explain the formation of Old Harry Rocks in Dorset.

Assessment Point 1

What is assessed?	% of course	Why?
- Global Development - Resource Management (studied in Y9) - Changing UK Landscapes (studied in Y9) - Coastal Landscapes	~30%	Assesses everything the students have studied from the GCSE course so far and will require students to revise content studied in the previous academic year Emulates real GCSE exam length to practice exam timings

'I Can' Statements for Year 10

Autumn Term 1

Emerging	Achieving	Excelling
• I can define development and identify indicators used to measure levels of development. • I can describe global patterns of development and recognise differences between countries at different levels of development. • I can identify some social, economic and environmental consequences of uneven development. • I can describe different strategies that can be used to reduce global inequalities, including aid and development projects. • I can describe factors that influence development in a named developing or emerging country (India). • I Can identify impacts of rapid development on India.	• I can explain how different indicators are used to measure and compare development between countries. • I can explain why levels of development vary globally and between regions within countries. • I can explain the impacts of uneven development on people's quality of life and opportunities. • I can explain how strategies such as trade, aid, investment and intermediate technology can support development. • I can explain how location, economic change, population change, geopolitics and technology influence development in a named country (India). • I Can explain the social, economic and environmental impacts of rapid development on India.	• I can assess the strengths and limitations of different measures of development when comparing countries. • I can analyse the complex causes and consequences of uneven global development at different scales. • I can evaluate the effectiveness of contrasting development strategies in reducing inequality and improving quality of life. • I can analyse how economic growth, demographic change, technology and geopolitics interact to influence development in a named country (India). • I can evaluate the social, economic and environmental impacts of rapid development in India and make reasoned judgements about whether development has been sustainable.

Topic: Development

Autumn Term 1 Golden Nuggets and Work Hard

	Golden Nugget	Work Hard
L1 What is Development?	Emerging (catching up): Development is the process of a country improving people's lives.	Students will complete a table about the different factors that contribute to a country's level of development.
	Achieving (keeping up): Development is the process of a country improving the quality of life for its people, Economically, Socially and Politically.	
	Excelling (going beyond): Development is the process through which a country raises people's quality of life by improving its economy, strengthening social conditions, and creating fair and effective political systems.	
L2 Measuring Development	Emerging (catching up): Development indicators are ways of measuring how developed a country is	Students will answer questions on the purpose of the different development indicators.
	Achieving (keeping up): Development indicators can measure development using indicators such as GDP, literacy rate, life expectancy, and the Human Development Index (HDI).	
	Excelling (going beyond): Development indicators measure a country's level of development by using data such as GDP, literacy rates, life expectancy, and composite indices like the Human Development Index (HDI), which combines social and economic factors.	
L3 How does development vary?	Emerging (catching up): Countries can be described as Developing, Emerging, or Developed depending on how much they have improved.	Students will read and summarise the factors which have caused uneven development.
	Achieving (keeping up): Development varies between regions of the world and countries, countries are either Developing, Emerging or Developed.	
	Excelling (going beyond): Development varies widely across global regions because countries progress at different speeds in areas such as income, education, health and political stability.	
L4 Uneven Development	Emerging (catching up): There are different reasons why some countries are more developed than others.	Student will categorise the impacts of uneven development into social and economic.
	Achieving (keeping up): There are Physical, Historical and Economic reasons why there are more developed countries and less developed countries.	
	Excelling (going beyond): Countries develop at different rates because of a mix of physical factors (like climate, natural hazards and resources), historical influences (such as colonisation and conflict), and economic conditions (including trade, investment and industrial growth).	
L5 Development in India	Emerging (catching up): India has areas that grow faster than others.	Students will explain the negative multiplier effect and how it impacts rural Bihar.
	Achieving (keeping up): India contains a core and a periphery (New Delhi and Rural Bihar) these two regions are developing at different speeds.	
	Excelling (going beyond): India shows clear core-periphery patterns. Core regions such as New Delhi benefit from strong investment, infrastructure, education and employment, leading to rapid development. Peripheral regions like rural Bihar face challenges such as limited services, lower incomes and weaker transport links.	

Topic: Development

Autumn Term 1 Golden Nuggets and Work Hard

Lesson Title	Golden Nugget	Work Hard
L6 Trade and Investment in India	Emerging (catching up): India grows because money comes in from big global companies.	Students will summarise information about the role of TNCs in India.
	Achieving (keeping up): India receives foreign direct investment from transnational corporations. The government also invests in education, healthcare and infrastructure.	
	Excelling (going beyond): India's development is driven by foreign direct investment from transnational corporations, which boosts industry, technology and employment. At the same time, government investment in education, healthcare and infrastructure strengthens human capital and supports long-term economic growth across different regions.	
L7 Sectors in India	Emerging (catching up): India's economy is made up of four types of jobs: farming, making goods, providing services, and working with information and technology.	Students will complete a table about the role of the different economic sectors in India.
	Achieving (keeping up): India's economy is split into four sectors, primary (extracting raw materials), secondary (manufacturing products out of those raw materials), tertiary (providing services) and quaternary (the knowledge-based part of the economy)	
	Excelling (going beyond): India's economy is divided into four sectors: primary, secondary, tertiary and quaternary. These sectors show how the country moves from basic resource extraction to manufacturing, services and advanced technology, reflecting India's changing development.	
L8 Geopolitics in India	Emerging (catching up): India's development is affected by how it works with other countries.	Students will complete a table about how globalisation is impacting India's development.
	Achieving (keeping up): India's development is affected by its geopolitical relationships with other countries. E.g. China, the UK and ASEAN.	
	Excelling (going beyond): India's development is shaped by its geopolitical relationships, including regional partnerships, international trade links and political tensions with neighbouring countries. These relationships influence India's security, investment, access to resources and overall economic growth.	
L9 Impacts of Rapid Development in India	Emerging (catching up): Rapid development is the process of development occurring very quickly. In India it has brought good and bad changes.	Students will sort different impacts of rapid development in Social/Economic and Environmental.
	Achieving (keeping up): Rapid development has had a positive and negative impact upon India; socially, economically and environmentally. People have more jobs and better services, but some areas now face problems like pollution, crowded cities and unfair living conditions.	
	Excelling (going beyond): Rapid development in India has created both positive and negative social, economic and environmental impacts. While growth has improved employment, infrastructure and living standards, it has also increased inequality, environmental damage and pressure on resources.	
L10 Government's response in India	Emerging (catching up): The Indian government has tried to respond to rapid development by spending money on different programmes.	Students will complete a table on the responses to rapid development.
	Achieving (keeping up): The government has responded to rapid development with its geopolitical relationships, public investment and private investment.	
	Excelling (going beyond): India's government has responded to rapid development through stronger geopolitical partnerships, increased public investment in education, healthcare and infrastructure, and policies that attract private investment.	

'I Can' Statements for Year 10

Autumn Term 2

Emerging	Achieving	Excelling
• I can identify the main coastal processes, including erosion, weathering, mass movement, transportation and deposition. • I can describe how waves affect the coastline and recognise the difference between constructive and destructive waves. • I can identify common coastal landforms such as cliffs, beaches, headlands, bays and spits. • I can describe how geology, weather and climate influence coastal landscapes. • I can identify reasons why people manage coastlines and recognise different coastal management strategies.	• I can explain how coastal processes interact to shape and change coastlines over time. • I can explain how geology influences the rate of erosion and the formation of coastal features. • I can explain the formation of erosional landforms, including headlands and bays, caves, arches, stacks and stumps. • I can explain briefly how geology, weather and climate influence coastal landscapes. • I can explain the formation of depositional landforms, including beaches, spits and bars, using appropriate geographical terminology.	• I can analyse the relative importance of physical processes in creating and changing coastal landscapes. • I can assess how geology, wave energy and sediment movement interact to produce distinctive coastal landforms. • I can analyse the connections between coastal processes and the development of both erosional and depositional features. • I can explain how geology, weather and climate influence coastal landscapes. • I can evaluate the social, economic and environmental costs and benefits of hard and soft engineering strategies.

Topic: Coasts

Autumn Term 2 Golden Nuggets and Work Hard

Lesson Title	Golden Nugget	Work Hard
L1 Waves at work	Emerging (catching up): Waves are made when the wind blows across the sea. Some waves help build beaches, and some waves break them down.	Complete a table about the different features of constructive and destructive waves.
	Achieving (keeping up): Waves are created by wind and are destructive or constructive, with different amounts of swash, backwash.	
	Excelling (going beyond): Waves form when wind transfers energy to the water. They can be constructive or destructive depending on their height, frequency and how much material they move along the coast.	
L2 Coastal processes	Emerging (catching up): Waves change the coastline by wearing away rocks and moving sand and stones along the shore.	Complete a table about the four types of erosion and then four types of transportation .
	Achieving (keeping up):Waves erode the coastline through processes like hydraulic action and abrasion, and they transport sediment along the coast through longshore drift.	
	Excelling (going beyond):Waves reshape the coastline by eroding rock through hydraulic action, abrasion, attrition and solution, while transporting sediment via longshore drift.	
L3 Weathering	Emerging (catching up): Weathering breaks rocks down on the coastline when things like plants, water or ice get into cracks.	Complete exam questions about the types of weathering and mass movement.
	Achieving (keeping up): Weathering weakens rocks through processes such as freeze–thaw, biological weathering and chemical weathering, making them easier for waves to erode.	
	Excelling (going beyond):Weathering alters and weakens coastal rocks through physical (freeze–thaw), biological and chemical processes, influencing the rate of erosion and the development of landforms such as cliffs and wave-cut platforms.	
L4 Geology and Coasts	Emerging (catching up):Geology affects the coastline because some rocks are soft and wear away quickly, while harder rocks erode more slowly.	Complete a table on the characteristics about the different rock types.
	Achieving (keeping up):Geology shapes the coastline because resistant rocks like granite form steep cliffs, while softer rocks like clay erode faster and create gentler coastal landscapes.	
	Excelling (going beyond):Geology influences coastal form and rate of change through variations in rock resistance, structure and bedding. Hard, resistant rocks produce headlands and steep cliffs, while softer, less resistant rocks erode rapidly, forming bays and low-lying coastal features.	
L5 Erosional landforms	Emerging (catching up):Erosional landforms are shapes on the coast, like cliffs and caves, that are made when waves wear away the rock.	Plan an 8 mark response about the formation of an erosional landform.
	Achieving (keeping up):Erosional landforms such as headlands, bays, caves, arches and stacks form when waves erode different types of rock at different speeds.	
	Excelling (going beyond):Erosional landforms develop through the interaction of marine erosion processes (hydraulic action, abrasion, attrition and solution) acting on varying rock resistance and structure, producing features such as wave-cut platforms, headlands, caves, arches, stacks and stumps.	

Topic: Coasts

Autumn Term 2 Golden Nuggets and Work Hard

Lesson Title	Golden Nugget	Work Hard
L6 Depositional landforms	Emerging (catching up): Depositional landforms are made when waves drop sand and stones, creating features like beaches and spits.	Read an example of an 8 mark response and write what went well and how could it be improved.
	Achieving (keeping up): Depositional landforms form when waves lose energy and deposit sediment, building features such as beaches, spits and bars along the coastline.	
	Excelling (going beyond): Depositional landforms develop where sediment supply and wave conditions allow material to accumulate, producing features such as beaches, spits and bars through processes like longshore drift.	
L7 UK's weather and coasts	Emerging (catching up): The UK's weather affects the coastline because storms, strong winds and rain can make waves bigger and cause more erosion.	Complete a table about how the UK's climate can impact coasts.
	Achieving (keeping up): The UK's weather, including storms, prevailing winds and heavy rainfall, increases coastal erosion and helps move sediment along the coast through processes like longshore drift.	
	Excelling (going beyond): The UK's highly variable weather system, influenced by Atlantic depressions and prevailing south-westerly winds, intensifies coastal processes by increasing wave energy.	
L8 How does human activity impact coasts?	Emerging (catching up): Human activity affects coasts because building houses, walls and harbours can change how waves move and increase erosion in some places.	Plan an 8 mark response about human activity impacting coasts.
	Achieving (keeping up): Human activity impacts coasts through building sea defences, dredging, tourism and coastal development, which can alter natural processes and sometimes increase erosion or reduce sediment supply.	
	Excelling (going beyond): Human activity modifies coastal systems by disrupting sediment budgets, altering wave energy and changing natural processes through construction, dredging, hard engineering, tourism pressure and climate-related impacts, often leading to accelerated erosion or unintended geomorphological change.	
L9 Coastal management	Emerging (catching up): Coastal management uses things like sea walls and groynes to protect people and buildings from erosion and flooding.	Complete a table about the different coastal management methods.
	Achieving (keeping up): Coastal management includes hard engineering (sea walls, groynes, rock armour) and soft engineering (beach nourishment,, managed retreat) to reduce erosion and control flooding.	
	Excelling (going beyond): Coastal management strategies aim to balance cost, environmental impact and long-term sustainability by choosing between hard engineering, soft engineering and managed realignment, each affecting sediment movement, coastal processes and local communities in different ways.	

How is your attainment measured in Year 10 in Spring term?

Spring: HT1

Mid Topic test Short Answer Questions	- Skills questions (e.g. plotting data, calculating the mean and calculating percentages) - To explain reasons for the increase in urbanisation - To explain urban processes that occur in London - To explain causes of de-industrialisation in London
8 Mark Question	Assess the impacts of rapid urbanisation on Rio de Janeiro (8) • To define rapid urbanisation. • To explain the positives and negatives of rapid urbanisation in Rio de Janeiro • To categorise these impacts into Social, Economic and Environmental . • To draw a conclusion based on the information you have explained.

Spring: HT2

End of topic test	Short answer questions • Skills questions (e.g. plotting data and calculating statistics) • To explain the causes of urbanisation in London • To explain the changes to retailing in London • To explain the causes of rapid urbanisation in Rio de Janeiro • To explain the site of London and Rio de Janeiro
River Landscapes Short Answer Questions	Short answer questions • Questions on the landforms and processes of river landscapes.

'I Can' Statements for Year 10

Spring Term 1

Emerging	Achieving	Excelling
• I can define urbanisation and identify patterns of urban growth in the UK and around the world. • I can identify reasons why people migrate to and within cities. • I can describe some of the opportunities and challenges created by urban growth. • I can describe the main features and functions of a named UK city (London) and a named major city in a developing or emerging country (Rio de Janeiro). • I can identify examples of sustainable urban living and strategies used to improve quality of life in London and Rio de Janeiro.	• I can explain why rates of urbanisation vary between developed, emerging and developing countries. • I can explain how migration, employment and services influence the growth and character of a named UK city (London). • I can explain how globalisation and economic change have affected a named UK city (London). • I can explain the social, economic and environmental impacts of rapid urban growth in a named major city in a developing or emerging country (Rio de Janeiro). • I can explain how rapid urbanisation is resulting in both positive and negative impacts on Rio de Janeiro. • I can explain the top-down and bottom-up strategies used to improve quality of life in Rio de Janeiro.	• I can analyse the factors driving global urbanisation and assess how these factors differ between countries at different levels of development. • I can assess the influence of migration, economic change and globalisation on the development of a named UK city (London). • I can analyse the causes and consequences of inequality within urban areas using evidence from named cities (London and Rio de Janeiro). • I can assess the social, economic and environmental impacts of rapid urbanisation on Rio de Janeiro and provide a sound judgement based on the evidence explained. • I can evaluate the effectiveness of strategies used to improve quality of life in a rapidly growing city in a developing or emerging country (Rio de Janeiro).

Topic: Changing Cities

Spring Term 1 Golden Nuggets and Work Hard

Lesson Title	Golden Nugget	Work Hard
L1 Why are people moving to cities?	Emerging (catching up): People move to cities because they want better jobs, more services like schools and hospitals, and a higher quality of life.	Complete exam question on causes of urbanisation.
	Achieving (keeping up): People migrate to cities for economic opportunities, access to education and healthcare, and because rural areas may lack jobs, services or modern infrastructure.	
	Excelling (going beyond): Urban migration is driven by push factors (rural poverty, limited services, mechanisation of farming) and pull factors (higher-paid employment, improved services, greater connectivity).	
L2 Where do people live in the UK?	Emerging (catching up): The UK's population is not spread out evenly. More people live in cities like London, Birmingham and Manchester than in rural areas.	Complete exam question on different rates of population growth in UK cities.
	Achieving (keeping up): Urbanisation in the UK has led to most people living in large cities, especially in England. London and the Southeast have high population densities, while areas like Wales and Scotland have more rural, sparsely populated regions.	
	Excelling (going beyond): High-density urban centres such as London, Birmingham and Manchester developed through industrialisation and global connectivity, while peripheral regions like Scotland, Wales and parts of Northern England remain less densely populated.	
L3 Urban processes in London	Emerging (catching up): London has different areas, including the city centre, suburbs and outer towns, each with different types of buildings and land uses.	Complete questions on London population growth over time.
	Achieving (keeping up): London's structure includes a high-density CBD in the centre, older inner-city areas around it, and suburban zones further out with more housing and green space.	
	Excelling (going beyond): London's urban structure reflects historical growth and economic change: a global-finance CBD, regenerated inner-city zones shaped by deindustrialisation, extensive suburban expansion driven by transport networks.	
L4 Migration to London	Emerging (catching up): People move to London because it has lots of jobs, good transport and many services like schools and hospitals.	Complete questions about London's population pyramid.
	Achieving (keeping up): Migration to London is driven by better job opportunities, higher wages, access to education and healthcare.	
	Excelling (going beyond): Push factors from other regions—such as limited jobs or lower investment—also contribute to this movement.	
L5 De-industrialisation	Emerging (catching up): De-industrialisation is when factories close and jobs in manufacturing are lost, which affects people and the local area.	Complete spider diagram on the causes of deindustrialisation.
	Achieving (keeping up): De-industrialisation happens when industries move away or shut down, leading to job losses, unemployment and decline in inner-city areas that once depended on manufacturing.	
	Excelling (going beyond): De-industrialisation is the long-term decline of manufacturing caused by globalisation, technological change and overseas competition. It leads to structural unemployment, urban decline, population loss and the need for regeneration.	

Topic: Changing Cities

Spring Term 1 Golden Nuggets and Work Hard

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Lesson Title	Golden Nugget	Work Hard
L6 Changes in retailing	Emerging (catching up):Westfield Stratford is popular because it has lots of shops, places to eat and good transport links that make it easy for people to visit.	Plan 8 mark question response on why people are attracted to out of town shopping centres.
	Achieving (keeping up):Westfield Stratford attracts many visitors because it offers a wide range of shops, restaurants and leisure activities in one modern, clean space. Its location next to major transport links like Stratford station makes it easy to reach from across London.	
	Excelling (going beyond): Westfield Stratford is highly popular due to its strategic location beside major transport hubs (including the Underground, Overground, DLR and national rail), its mix of retail, leisure and entertainment facilities. drawing footfall away from traditional high streets such as Mare Street.	
L7 Sustainable urban living	Emerging (catching up): London is trying to be more sustainable by improving transport, like using more buses and trains, and by building homes that use less energy.	Plan 8-mark response about the sustainable urban living.
	Achieving (keeping up):Sustainable urban living in London includes better public transport (like the Tube, buses and cycle lanes) to reduce car use, and new housing that is energy-efficient, affordable and designed to reduce pollution and waste.	
	Excelling (going beyond):London promotes sustainable urban living through integrated transport systems (e.g., congestion charging, expanded cycle networks, electrified buses and improved rail links) that reduce emissions and traffic. Housing strategies focus on energy-efficient buildings.	
L8 Rio de Janeiro intro	Emerging (catching up):Rio de Janeiro is built around mountains, beaches and bays. The city has rich areas, busy city centre zones and poorer favelas on the hillsides.	Complete exam questions on Rio's site, situation and how these have helped the city develop.
	Achieving (keeping up):Rio's site includes steep mountains, coastal beaches and the large Guanabara Bay. Its structure is divided into zones: the wealthy South Zone, the historic CBD, the industrial North Zone and many favelas built on steep hills where flat land is limited.	
	Excelling (going beyond):Rio de Janeiro's site is shaped by dramatic physical geography—steep granite mountains, limited flat land, coastal plains and Guanabara Bay—forcing uneven urban development. Its structure reflects socio-economic inequality: a dense CBD, affluent coastal districts (e.g., Copacabana, Ipanema)	
L9 Migration and development in Rio	Emerging (catching up):Many people move to Rio from rural areas to find jobs and better services. This has helped the city grow, but it also means some areas, like favelas, become crowded.	Complete a spider diagram about how the impact of migration on Rio.
	Achieving (keeping up):Migration to Rio is driven by people seeking work, education and healthcare. This rapid growth has supported economic development but also created challenges such as housing shortages, pressure on services and the expansion of informal settlements.	
	Excelling (going beyond):Rural-to-urban migration has accelerated Rio's development by increasing its labour force and expanding industry, services and infrastructure. However, uneven development persists migrants often settle in favelas due to limited affordable housing, leading to socio-economic inequality, informal employment, strain on public services and complex urban planning challenges.	
L10 Challenges in Rio	Emerging (catching up):Rapid urbanisation in Rio causes problems like crowded favelas, not enough houses, and pressure on services such as water and electricity.	Complete a table about the challenges of life in the favelas.
	Achieving (keeping up):Rio's fast growth has led to housing shortages, the spread of favelas, pollution and pressure on healthcare, education and water supply. Many new migrants struggle to find safe, affordable homes.	
	Excelling (going beyond):Rapid urbanisation in Rio creates complex challenges: large-scale informal settlement growth due to limited affordable housing; inadequate infrastructure (water, sanitation, electricity); severe traffic congestion and air pollution; social inequality; and increased vulnerability to landslides and crime in densely populated hillside favelas.	
L11 Responses to Rapid urbanisation in Rio	Emerging (catching up):Rio has tried to improve life in crowded areas by upgrading favelas, adding better houses, and improving services like water and electricity.	Categorise responses into top-down or bottom-up approaches
	Achieving (keeping up):Responses to rapid urbanisation include favela upgrading projects (such as Favela Bairro), better transport systems like the cable car in Complexo do Alemão, new healthcare and education services, and police pacification units to reduce crime in unsafe areas.	
	Excelling (going beyond):Rio's strategies to manage rapid urbanisation involve large-scale favela upgrading (e.g., Favela Bairro), investment in infrastructure such as sanitation, paved roads and electricity networks, improved public transport (including buses and cable cars), and social programmes targeting education, healthcare and crime reduction. These responses aim to integrate informal settlements into the formal city, reduce inequality and improve long-term urban sustainability.	

'I Can' Statements for Year 10

Spring Term 2

Emerging	Achieving	Excelling
• I can identify the main river processes, including weathering, mass movement, erosion, transportation and deposition. • I can describe how the shape of a river changes downstream. • I can identify the different landforms of the upper, middle and lower course. • I can identify causes of flooding and recognise different river management strategies. • I can identify management strategies are used to reduce river flooding	• I can explain how erosion, transportation and deposition shape river landscapes over time. • I can explain how river channel characteristics and valley features change downstream. • I can explain the formation of erosional landforms, including waterfalls, gorges, V-shaped valleys and interlocking spurs. • I can partly explain the formation of upper, middle and lower course landforms, using one evidence from a diagram. • I can explain the physical and human causes of flooding and the impacts flooding can have on people and the environment, using evidence from one figure. • I can explain how management strategies are used to reduce river flooding.	• I can analyse how weathering, mass movement, erosion, transportation and deposition interact to create river landscapes and change the shape of a river downstream. • I can assess the relative importance of physical factors in influencing river characteristics and landscape change from source to mouth. • I can explain the clear steps in the formation of upper, middle and lower course landforms, using evidence from diagrams and OS maps. • I can explain the physical and human causes of river flooding and evaluate the social, economic and environmental impacts of flooding, using evidence from figures. • I can evaluate the effectiveness of hard and soft engineering strategies and make justified judgements about the best ways to manage flood risk.

Topic: River Landscapes

Spring Term 2 Golden Nuggets and Work Hard

Lesson Title	Golden Nugget	Work Hard
1	Emerging (catching up): There are three courses of a river, which have differences in width, depth, velocity and sediment size.	Annotate a long profile of a river Video task
	Achieving (keeping up): Downstream, rivers generally become wider and deeper, carrying smaller, more rounded sediment due to erosion, transportation and deposition.	
	Excelling (going beyond): Rivers become wider, deeper and faster due to lateral and vertical erosion, tributaries joining and a decrease in sediment size.	
2	Emerging (catching up): The source is in the upper course, which is where rivers begin. Waterfalls are found here.	Video task of a waterfall formation Step-by-step breakdown of waterfall formation
	Achieving (keeping up): The upper course has steep gradients, vertical erosion and interlocking spurs, creating narrow valleys and river landforms such as waterfalls.	
	Excelling (going beyond): Waterfalls form where resistant rock overlies less resistant rock, causing differential erosion, undercutting and eventual retreat upstream to create gorges.	
3	Emerging (catching up): The middle course is where the river widens and meanders form, with oxbow lakes possibly forming too.	Video task of a meander forming Step-by-step breakdown of meander formation Exam questions (8-marker)
	Achieving (keeping up): Lateral erosion and deposition in the middle course create meanders, where faster flow occurs on the outside bends and slower flow on the inside.	
	Excelling (going beyond): Continued erosion of meander necks can lead to cut-offs, forming oxbow lakes and demonstrating the river's changing channel over time.	
4	Emerging (catching up): The lower course is the widest and deepest course, with levees and floodplains found there.	Video task of a levee forming Step-by-step breakdown of a levee forming
	Achieving (keeping up): Deposition in the lower course creates wide floodplains and natural levees as rivers lose energy and drop their sediment.	
	Excelling (going beyond): Repeated flooding builds natural levees through successive layers of alluvium, while extensive floodplains develop from long-term deposition.	
5	Emerging (catching up): Rivers are affected by weathering and mass movement processes, which change the shape of a river.	Word gap fill task
	Achieving (keeping up): Weathering breaks down rock and mass movement transfers material downslope, supplying sediment to the river channel.	Video task
	Excelling (going beyond): Different weathering and mass movement processes alter valley sides at varying rates, influencing channel shape, sediment load and river-landscape development	Short answer exam questions

Topic: River Landscapes

Spring Term 2 Golden Nuggets and Work Hard

Lesson Title	Golden Nugget	Work Hard
6	Emerging (catching up): Flooding is caused by a combination of human (e.g. building roads) and physical processes (e.g. heavy rainfall).	Video task
	Achieving (keeping up): Flood risk increases when heavy rainfall combines with human activities such as urbanisation, which reduces infiltration and increases surface runoff.	Guided reading
	Excelling (going beyond): The likelihood and severity of flooding depend on interactions between physical factors, including geology and rainfall intensity, and human land-use changes.	8-mark practice question
7	Emerging (catching up): River flooding has large impacts on people, economy and the environment.	Video task
	Achieving (keeping up): River flooding can damage homes, businesses and farmland, causing disruption to communities and significant economic costs.	8-mark exam question
	Excelling (going beyond): Flooding creates both immediate and long-term social, economic and environmental impacts, with effects varying according to vulnerability and resilience.	
8	Emerging (catching up): River flooding is managed by people through a mixture of hard and soft engineering.	Guided reading
	Achieving (keeping up): Hard engineering uses structures such as dams and flood walls, while soft engineering works with natural processes to reduce flood risk.	8-mark practice
	Excelling (going beyond): Flood management strategies differ in cost, effectiveness and environmental impact, requiring decisions that balance protection with sustainability.	

How is your attainment measured in Year 10 in Summer term?

Summer: HT1

Mid-topic quiz	- Define key terms of erosion and transportation - Describe how a river changes downstream - Calculate statistics
SAQs Test	- Explain why a river changes shape downstream - Explain how processes impact velocity and sediment in a river - Define key terms of erosion and transportation

Summer: HT2

SAQs Test	- Explain and describe methods used during our river fieldwork - Explain data presentation techniques used during our river fieldwork - Identify and explain risks during our river fieldwork
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Assessment Point 2

What is assessed?	% of course	Why?
Paper 1 Exam: - Changing UK Landscapes (studied in Y9) - River Landscapes - Coastal Landscapes - Resource Management (studied in Y9)	~50%	Mixture of Y10 and Y9 content to show students that the last two topics studied in Y9 will be assessed in real GCSE exams Emulates public examination length
Paper 2 Exam: - Changing Cities - Global Development - River Fieldwork		Assesses students on context studied in Y10 Emulates public examination length

'I Can' Statements for Year 10

Summer Term 1

Emerging	Achieving	Excelling
• I can identify a geographical enquiry question or hypothesis about changes in Debden Brook. • I can describe simple fieldwork methods used to collect data Debden Brook, including measurements and observations. • I can identify examples of primary and secondary data used in our river investigation. • I can present river fieldwork data using appropriate graphs, charts, maps and photographs. • I can describe patterns and changes that I observe in river fieldwork data.	• I can explain why a geographical enquiry question or hypothesis is suitable for investigating changes in Debden Brook. • I can explain how quantitative and qualitative fieldwork methods can be used to investigate river characteristics and landforms. • I can explain the value of combining primary and secondary data in our river investigation. • I can analyse river fieldwork data to explain downstream changes in Debden Brook's characteristics and processes. • I can draw evidence-based conclusions and determine whether my findings support the original hypothesis.	• I can assess the effectiveness of an enquiry question or hypothesis in investigating changes within Debden Brook. • I can analyse the strengths and limitations of different river fieldwork methods and justify the most appropriate techniques for investigating Debden Brook's characteristics. • I can use a range of primary and secondary data to explain complex relationships between river processes, landforms and channel change. • I can evaluate the reliability, accuracy and validity of primary and secondary data about Debden Brook and suggest justified improvements to the investigation. • I can make reasoned geographical judgements about changes in Debden Brook using evidence gathered through fieldwork.

Topic: River Fieldwork

Summer Term 1 Golden Nuggets and Work Hard

Lesson Title	Golden Nugget	Work Hard
1	Emerging (catching up): Our investigation has an enquiry question that we need to create and discover how to answer.	Video task
	Achieving (keeping up): Our enquiry question will be used to explore how characteristics change along Debden Brook.	Exam questions
	Excelling (going beyond): Our enquiry question will be used to explore how characteristics change along Debden Brook, with hypothesis that align with the Bradshaw Model.	
2	Emerging (catching up): Primary data (e.g. measuring the width and depth) and secondary data (e.g. flood risk maps) can be used in the investigation. These are divided into qualitative and quantitative data.	Key term match up task
	Achieving (keeping up): Quantitative data is numerical, while qualitative data is descriptive; both types can be used to investigate river characteristics through primary or secondary data.	Categorise types of data
	Excelling (going beyond): Different data types provide different insights into river environments, and combining them can improve the validity of geographical investigations.	
3	Emerging (catching up): Primary data collection methods need to be described and have strengths and weaknesses.	Categorise positives and negatives
	Achieving (keeping up): River fieldwork methods, such as measuring width, depth and velocity, each have advantages and limitations that affect data quality.	Exam questions
	Excelling (going beyond): The reliability and accuracy of primary data can be influenced by methodology, equipment precision, sample size and environmental conditions.	
4	Emerging (catching up): Secondary data (e.g. OS maps and flood risk maps) are used to add more depth to our investigation.	Data task
	Achieving (keeping up): Secondary data, including OS maps and flood risk maps, provides contextual information that supports and complements fieldwork findings.	Video task
	Excelling (going beyond): Secondary data (e.g. OS maps and flood risk maps) can be used to identify patterns, compare locations and evaluate how well primary data supports geographical conclusions.	Exam questions
5	Emerging (catching up): Data presentation techniques are used to analyse the primary data collected during our field trip.	Plot data tasks
	Achieving (keeping up): Different presentation techniques, such as graphs and cross-sections, help display river data clearly and identify patterns.	Retrieval task
	Excelling (going beyond): The choice of presentation technique affects how effectively spatial patterns, relationships and anomalies within river data can be interpreted.	Exam questions

Topic: River Fieldwork

Summer Term 1 Golden Nuggets and Work Hard

Lesson Title	Golden Nugget	Work Hard
6	Emerging (catching up): Data presentation techniques have positives and negatives and can be improved to help analyse data more effectively.	Categorise positives and negatives
	Achieving (keeping up): Different data presentation methods have strengths and weaknesses, making some more suitable than others for showing river data.	Exam questions
	Excelling (going beyond): The effectiveness of data presentation can be evaluated by considering how clearly it shows patterns, relationships, anomalies and geographical evidence.	Plan 8 marker
7	Emerging (catching up): The primary and secondary data collected can be used to draw conclusions to help answer our enquiry question and support the Bradshaw Model.	Answer each of the sub-questions with the Bradshaw Model
	Achieving (keeping up): Conclusions should be supported by evidence from primary and secondary data, showing whether the enquiry question has been answered.	
	Excelling (going beyond): Evidence can be used to assess how closely river characteristics match the Bradshaw Model and to explain any anomalies or variations.	Exam questions

How do all KS4 Geography lessons start? (Ready to Learn)

All lessons at Cardinal Pole start with a 'Ready to Learn' activity. The purpose of this is to support retrieval and prepare students for the lesson with recalling relevant knowledge – usually the most recent content that will appear in the upcoming assessment. This activity is printed for students and handed out at the door. Students are expected to sit at their desk immediately and complete the task before sticking it in their books while the teacher welcomes the class and takes the register.

Ready to learn activities in **Geography** look like this:

Title: Two-speed economy

River Fieldwork	Urban Fieldwork	UK Challenges
Name one risk from our river fieldwork.	Tick the primary quantitative fieldwork methods we did for our urban fieldwork. Footfall survey Field sketch Land use survey	State one benefit of regeneration brownfield sites.
Name one way we mitigated the risk above.	Name one way we could have improved our questionnaires.	State one negative of building on greenfield sites.

REVISION FOR
PUBLIC
EXAMINATIONS

UK Challenges:

What are physical challenges in the UK?
(National Parks, Rivers and Coasts)

UK Challenges:

What are the resource challenges the UK faces?

UK Challenges:

What are the climate challenges in the UK?

UK Challenges:

What are the settlement, population and economic challenges?

Weather Hazards and Climate Change:

Drought in Ethiopia vs Australia

Weather Hazards and Climate Change:

Typhoon Haiyan vs Hurricane Sandy

Weather Hazards and Climate Change:

What is global atmospheric circulation?

Weather Hazards and Climate Change:

Explore how the UK's climate has changed over time and how it varies

Weather Hazards and Climate Change:

Causes, impacts and evidence of climate change

Ecosystems:

To explain the ways humans exploit the biosphere and impacts on the environment

Ecosystems: New Forest

To explain the characteristics of deciduous and evaluate how humans impact the New Forest

Ecosystems: Amazon Rainforest

To explain the characteristics of TRFs and evaluate how humans impact the Amazon

Ecosystems:

To describe the location of ecosystems globally and in the UK

Urban Fieldwork:

Analysing the fieldwork data and evaluating the fieldwork

Urban Fieldwork:

Conducting the fieldwork investigation

Urban Fieldwork:

Introduction to the fieldwork enquiry and planning the methodologies

How is your attainment measured at GCSE in Autumn term?

Autumn: HT1 – Urban Fieldwork

Mid topic assessment (Short Answer Questions)	- To identify, describe and explain fieldwork urban fieldwork methods (including primary, secondary, qualitative and quantitative data) - To plot and analyse data to draw conclusions
8-mark exam question	- To evaluate the fieldwork data presentation techniques used in the fieldwork - Explain the way data was presented - Explain what was positive about these techniques - Explain the negatives of these techniques - Explain how it could be improved - Draw a conclusion

Autumn: HT2 Ecosystems

Mid topic assessment (Short Answer Questions)	- To describe the location of ecosystems globally - To state the different ecosystems in the UK - To explain the ways humans exploit the biosphere - To explain the negative impacts of human activity on the environment
8-mark exam question	- To evaluate the ways human activity impacts the New Forest - To assess the positive impacts of human activity - To assess the negative impacts of human activity - To draw a conclusion on whether human activity helps or harms the New Forest

Assessment Point 1

What is assessed?	% of course	Why?
Paper 1 Exam: - Changing UK Landscapes (Rivers and Coasts) - Ecosystems - Urban Fieldwork	~37.5%	It will assess students on everything that they have studied since beginning the course at the end of Year 9 to support in identifying gaps for intervention and home learning.
Paper 2 Exam: - Changing Cities (studied in Y10) - Global Development (studied in Y10) - Resource Management (studied in Y9)	37.5%	It provides the students will experience on exam timings which are a huge challenge in GCSE Geography. It shows the breadth of content studied by students and the importance of revision

'I Can' Statements for Year 11 Autumn Term 1

Emerging	Achieving	Excelling
• I can identify a geographical enquiry question or hypothesis related to East Village and Carpenters Estate. • I can describe simple fieldwork methods used to collect data in East Village and Carpenters Estate. • I can identify examples of primary and secondary data used in our urban investigation. • I can present fieldwork data using basic maps, graphs and charts. • I can describe patterns that I observe in data collected from East Village and Carpenters Estate.	• I can explain why a geographical enquiry question or hypothesis is appropriate for investigating East Village and Carpenters Estate. • I can explain how quantitative and qualitative methods can be used to investigate urban environmental quality and land use. • I can explain the advantages of using both primary and secondary data in our urban investigation. • I can analyse fieldwork data to explain patterns and variations within East Village and Carpenters Estate. • I can draw conclusions from evidence and determine whether my findings support the original hypothesis.	• I can assess the effectiveness of an enquiry question or hypothesis in investigating change within East Village and Carpenters Estate. • I can analyse the strengths and limitations of different fieldwork methods and justify which are most appropriate for our investigation of East Village and Carpenters Estate. • I can use a range of primary and secondary data to explain complex patterns and relationships within East Village and Carpenters Estate. • I can evaluate the reliability, accuracy and validity of fieldwork data and suggest justified improvements to the investigation. • I can make reasoned judgements about environmental quality and urban change using evidence collected during the enquiry.

Topic: Urban Fieldwork

Autumn Term 1 Golden Nuggets and Work Hard

Lesson Title	Golden Nugget	Work Hard
1	Emerging (catching up): Our investigation has an enquiry question that we need to create and discover how to answer.	Video task
	Achieving (keeping up): Human environment enquiries in inner urban areas investigate how land use, environmental quality and population characteristics vary across different locations.	Exam questions
	Excelling (going beyond): Inner urban areas are shaped by interconnected social, economic and environmental processes that can be examined through geographical enquiry and evidence.	
2	Emerging (catching up): Primary data can be qualitative or quantitative data.	Key term match up task
	Achieving (keeping up): Quantitative primary data can be measured and counted, while qualitative primary data provides descriptions, opinions and perceptions of places.	Categorise methods
	Excelling (going beyond): Different primary data types provide different insights into inner urban environments, improving the reliability and depth of geographical evidence.	Exam questions
3	Emerging (catching up): Primary data collection methods have both positive and negatives with how they are carried out.	Categorise positives and negatives
	Achieving (keeping up): Different primary data collection methods have strengths and limitations that affect the accuracy and usefulness of the data collected.	Exam questions
	Excelling (going beyond): The reliability and validity of primary data depend on how collection methods are designed, applied and sampled.	
4	Emerging (catching up): Secondary data sources, such as the Census, are used to help our investigation.	Data task
	Achieving (keeping up): Secondary data sources provide information collected by others and can be used to identify patterns and support geographical investigations.	Video task
	Excelling (going beyond): The usefulness of secondary data depends on its accuracy, reliability, scale and relevance to the geographical enquiry.	Exam questions
5	Emerging (catching up): Data presentation techniques are used to help us analyse data.	Categorise task
	Achieving (keeping up): Different data presentation techniques make geographical data easier to interpret and compare by showing patterns and trends.	Plot data
	Excelling (going beyond): The choice of data presentation technique influences how effectively spatial patterns, relationships and anomalies can be identified and analysed.	Exam questions

Topic: Urban Fieldwork

Autumn Term 1 Golden Nuggets and Work Hard

Lesson Title	Golden Nugget	Work Hard
6	Emerging (catching up): Data presentation techniques have positives, negatives and can be improved to help analyse data better.	Categorise task Exam questions Plan 8 marker
	Achieving (keeping up): Different data presentation techniques have strengths and limitations that affect how clearly geographical patterns and trends can be interpreted.	
	Excelling (going beyond): The suitability of a data presentation technique depends on the type of data and its effectiveness in revealing geographical relationships and anomalies.	
7	Emerging (catching up): Our primary data and secondary can be used to draw conclusions to help answer out enquiry question.	Answering the sub-questions Exam questions
	Achieving (keeping up): Conclusions are drawn from primary and secondary data by identifying geographical patterns, trends and evidence linked to the enquiry question.	
	Excelling (going beyond): Valid conclusions are supported by evidence from multiple data sources and recognise the extent to which the enquiry question has been answered.	

'I Can' Statements for Year 11 Autumn Term 2

Emerging	Achieving	Excelling
• I can identify the main global ecosystems (biomes) and describe their basic characteristics and distribution. • I can describe what the biosphere is and recognise ways it provides resources for people. • I can identify the features of UK ecosystems, including deciduous woodlands. • I can describe the characteristics of tropical rainforests and deciduous woodlands. • I can identify human activities that can damage ecosystems and reduce biodiversity.	• I can explain how climate, soils and altitude influence the distribution of global ecosystems. • I can explain the importance of the biosphere in providing goods and services for people and the environment. • I can explain how plants, animals, climate and soils are interconnected within tropical rainforest and deciduous woodland ecosystems. • I can explain the causes and impacts of deforestation in tropical rainforests and deciduous woodlands. • I can explain how management strategies can help conserve ecosystems and maintain biodiversity.	• I can analyse the interactions between physical factors that determine the global distribution of ecosystems. • I can assess the value of ecosystem goods and services to different groups of people at local, national and global scales. • I can analyse the consequences of biodiversity loss for ecosystems, people and the global environment. • I can evaluate the social, economic and environmental impacts of deforestation using located examples of tropical rainforests and deciduous woodlands. • I can evaluate the effectiveness of sustainable management strategies and make reasoned judgements about the best ways to protect ecosystems and biodiversity.

Topic: Ecosystems

Autumn Term 2 Golden Nuggets and Work Hard

Lesson Title	Golden Nugget	Work Hard
1	Emerging (catching up): Ecosystems vary around the world because of differences in climate.	Annotate and describe the distribution of ecosystems
	Achieving (keeping up): Climate, soil and water availability influence the distribution of different ecosystems and the species they support.	
	Excelling (going beyond): The characteristics and biodiversity of ecosystems depend on the interaction of climate, soils, vegetation and food webs, which causes variations globally.	Compare ecosystems and climate maps
2	Emerging (catching up): The biosphere is where living things exist and is exploited by humans.	Video task Comprehension task
	Achieving (keeping up): The biosphere provides resources such as food, timber and water that support human populations and economic activity.	
	Excelling (going beyond): Human use of biosphere resources can create environmental pressures, making sustainable management necessary to maintain ecosystems and biodiversity.	
3	Emerging (catching up): The UK has four terrestrial ecosystems, wetlands, moorlands, heathlands and woodlands.	Annotate pictures Video task Exam questions
	Achieving (keeping up): The UK's terrestrial ecosystems support distinctive plants and animals that are adapted to different environmental conditions.	
	Excelling (going beyond): Variations in climate, soils and land use influence the characteristics, biodiversity and distribution of the UK's terrestrial ecosystems.	
4	Emerging (catching up): Tropical rainforests are found near the equator where it is hot and rainy.	Describe the distribution of tropical rainforests globally
	Achieving (keeping up): Tropical rainforests have high levels of biodiversity due to consistently high temperatures, abundant rainfall and year-round growing conditions.	
	Excelling (going beyond): The climate of tropical rainforests supports complex ecosystems with interdependent species, rapid nutrient cycling and high biological productivity.	Comprehension on adaptations
5	Emerging (catching up): The Gersmehl model for tropical rainforests shows that nutrients travel quickly.	Video task about the Gersmehl model Exam questions using modelled diagram
	Achieving (keeping up): The Gersmehl model shows that warm, wet conditions allow nutrients to cycle rapidly between vegetation, litter and soil.	
	Excelling (going beyond): In tropical rainforests, most nutrients are stored in biomass, with rapid decomposition and uptake maintaining a fast nutrient cycle.	

Topic: Ecosystems

Autumn Term 2 Golden Nuggets and Work Hard

Lesson Title	Golden Nugget	Work Hard
6	Emerging (catching up): Human activity helps (e.g. ecotourism) and harms (e.g. deforestation) the Amazon Rainforest.	Comprehension task
	Achieving (keeping up): Human activities can both damage and conserve the Amazon rainforest, affecting biodiversity, ecosystems and local communities.	Video task
	Excelling (going beyond): The impacts of management strategies in the Amazon vary, requiring a balance between environmental protection, economic development and the needs of local people.	Exam questions – 8-mark plan
7	Emerging (catching up): Deciduous woodlands are found in temperate climates, which results in seasons.	Describe the location of deciduous woodlands
	Achieving (keeping up): Deciduous woodlands experience seasonal changes that influence plant growth, animal behaviour and the availability of resources.	Comprehension on adaptations
	Excelling (going beyond): Temperate climatic conditions create distinctive woodland ecosystems with biodiversity and nutrient cycles adapted to seasonal variation.	
8	Emerging (catching up): The Gersmehl model for deciduous woodlands shows that nutrients travel slower than in tropical rainforests.	Video task
	Achieving (keeping up): The Gersmehl model shows that lower temperatures slow decomposition rates, reducing the speed of nutrient cycling in deciduous woodlands.	Use the model to answer exam questions
	Excelling (going beyond): Seasonal changes in deciduous woodlands influence nutrient transfers and stores, creating a slower and more variable nutrient cycle than tropical rainforests.	Compare to the Gersmehl model of tropical rainforests
9	Emerging (catching up): Human activity helps (e.g. National Parks) and harms (e.g. deforestation) the New Forest.	Comprehension task
	Achieving (keeping up): Human activities can improve woodland conservation through protection and management, but can also reduce biodiversity through habitat loss and disturbance.	Exam questions
	Excelling (going beyond): The sustainability of woodland management depends on balancing conservation of ecosystems with economic activities and recreational use.	Plan 8-mark question

How is your attainment measured at GCSE in Spring term?

Spring: HT1 - Weather Hazards and Climate Change

Mid-topic Test (SAQs)	• To identify and explain the causes, evidence and impacts of climate change • To explain the factors that affect the UK's climate • To explain how global atmospheric circulation impacts climate
8-mark Exam Question	• To evaluate the impacts of two contrasting case studies (drought) ○ To evaluate the economic impacts of drought in Ethiopia and Australia ○ To evaluate the social impacts of drought in Ethiopia and Australia

Assessment Point 2

What is assessed?	% of course	Why?
Paper 1	37.5%	All of the content will have been taught and will assess knowledge and skills that could come up in the GCSE exams
Paper 2	37.5%	All of the content will have been taught and will assess knowledge and skills that could come up in the GCSE exams

Spring: HT2 – UK Challenges

Mid topic UK Challenges Test	• Short answer questions about the first half of UK Challenges • Command words will include: State, Identify, Describe, Explain and Calculate
End of topic UK Challenges Test	• Some short answer questions based on the most recent UK Challenges studied • 16-mark question on one of the UK Challenges
Consolidation Exam (Paper 3)	• A shortened Paper 3 exam which will assess the key skills that are found in the real exam 60 marks • This will be combined with the AP2 marks to give an overall mock grade

'I Can' Statements for Year 11 Spring Term 1

Emerging	Achieving	Excelling
• I can identify key features of the global atmosphere and recognise that heat is transferred from the Equator to the poles. • I can describe evidence that the Earth's climate has changed over time. • I can identify human activities that contribute to climate change. • I can describe the main characteristics of the UK's climate and weather. • I can identify the causes and basic impacts of tropical cyclones and droughts.	• I can explain how global atmospheric circulation and ocean currents help redistribute heat around the Earth. • I can explain natural causes of climate change, including orbital change, volcanic activity and variations in solar output. • I can explain how human activities enhance the greenhouse effect and contribute to global warming. • I can explain how and why the UK's climate varies between seasons and different parts of the country. • I can explain the causes, impacts and responses associated with tropical cyclones and drought using named examples.	• I can analyse the links between atmospheric circulation, ocean currents and global patterns of climate and weather hazards. • I can assess the relative importance of natural and human factors in causing contemporary climate change. • I can evaluate the evidence for climate change and make reasoned judgements about future climatic trends. • I can analyse how climate change may affect the frequency, intensity and distribution of weather hazards. • I can evaluate the effectiveness of responses to tropical cyclones and droughts and justify which strategies are most successful in reducing risk.

Topic: Weather Hazards and Climate Change

Spring Term 1 Golden Nuggets and Work Hard

Lesson Title	Golden Nugget	Work Hard
1	Emerging (catching up): Analysing graphs can show us how the climate has changed throughout history.	Describe a graph showing temperature change Compare with changes in CO2 emissions
	Achieving (keeping up): Climate graphs can reveal long-term trends and variations in temperature and rainfall over different time periods.	
	Excelling (going beyond): Climate data provides evidence of natural variability and long-term climate change, helping to identify significant patterns over time.	
2	Emerging (catching up): Humans have caused climate change, but the climate also changed before humans walked the Earth.	Video task
	Achieving (keeping up): Climate change can result from both natural factors, such as volcanic activity and orbital changes, and human activities that increase greenhouse gases.	Comprehension task
	Excelling (going beyond): Evidence shows that recent climate change is occurring at a faster rate than many past natural changes due to human influence on the atmosphere.	Exam questions
3	Emerging (catching up): Scientists use tree rings, ice cores and historical paintings to prove that the climate has changed throughout history.	Video task
	Achieving (keeping up): Proxy records, including tree rings and ice cores, provide evidence of past climates before accurate weather records existed.	Comprehension task
	Excelling (going beyond): Different sources of climate evidence vary in reliability and timescale (e.g. tree rings and ice cores), allowing scientists to reconstruct and compare past climate change and compare it to recent climate change.	Exam question – both evidence and causes of climate change
4	Emerging (catching up): The UK's climate varies, for example Scotland is colder and rainier than the south east.	Describe a climate graph and map of the UK. Annotate physical factors around map of the UK.
	Achieving (keeping up): The UK's climate varies due to factors such as latitude, altitude, distance from the sea and prevailing winds.	
	Excelling (going beyond): Small and large scale factors affect the UK's climate, which varies between the north, south, east and west.	
5	Emerging (catching up): Global atmospheric circulation is where heat is moved by air around the planet.	Video task Annotate global atmospheric cells around a diagram Exam questions
	Achieving (keeping up): Global atmospheric circulation transfers heat from the Equator towards the poles through a series of large-scale wind belts and pressure systems.	
	Excelling (going beyond): The circulation of air within the Hadley, Ferrel and Polar cells influences global patterns of climate, precipitation and pressure.	
6	Emerging (catching up): Tropical storms form in warm oceans which are found near the equator.	Video task Ingredients of a tropical storm task Exam questions
	Achieving (keeping up): Tropical storms develop over oceans warmer than 27°C, where rising air and low pressure provide the energy for their formation.	
	Excelling (going beyond): Tropical storm formation depends on a combination of warm ocean water, Earth's rotation and atmospheric conditions that sustain intensification.	

Topic: Weather Hazards and Climate Change

Spring Term 1 Golden Nuggets and Work Hard

Lesson Title	Golden Nugget	Work Hard
7	Emerging (catching up): Hurricane Sandy was a tropical storm in the USA which had severe impacts, but the government responded effectively.	Describe the journey of Sandy Categorise impacts and responses Rank responses
	Achieving (keeping up): Responses to Hurricane Sandy reduced loss of life and supported recovery through evacuations, emergency services and rebuilding programmes.	
	Excelling (going beyond): The effectiveness of Hurricane Sandy's response varied over time, with successful emergency actions alongside challenges in long-term recovery and resilience.	
8	Emerging (catching up): Typhoon Haiyan was a powerful tropical storm in the Philippines with severe impacts on people, but the responses varied in effectiveness.	Describe the journey of Haiyan Categorise impacts and responses Rank responses and compare to Haiyan
	Achieving (keeping up): Typhoon Haiyan caused widespread loss of life, destruction of homes and disruption to infrastructure which were exacerbated due to a lack of sufficient responses.	
	Excelling (going beyond): Severe social and long-term economic damages across the Philippines were caused by Typhoon Haiyan, and the scale of these impacts were larger due to insufficient responses, which can be assessed at a variety of scales.	
9	Emerging (catching up): Droughts occur due to a lack of rainfall in the long term and human activity such as deforestation.	Define drought Categorise impacts into physical and human Exam questions
	Achieving (keeping up): Droughts develop when prolonged periods of below-average rainfall reduce water availability for people, agriculture and ecosystems.	
	Excelling (going beyond): Both physical factors and human activities can increase drought risk by reducing water supply or increasing demand for water resources. These causes can be assessed in level of importance.	
10	Emerging (catching up): The Big Dry was a drought in Australia which resulted in social impacts as well as long-term economic impacts.	Categorise the impacts and responses Assess the impacts
	Achieving (keeping up): The Big Dry caused water shortages, reduced agricultural production and significant economic losses across many parts of Australia.	
	Excelling (going beyond): The economic impacts of The Big Dry outweighed the social impacts due to the government's excellent and effective responses.	
11	Emerging (catching up): The social impacts of Ethiopia's droughts are severe due to the government's lack of capacity to respond.	Categorise the impacts and responses Assess the impacts and compare to Ethiopia
	Achieving (keeping up): Drought in Ethiopia has led to food shortages, water insecurity and health challenges, affecting millions of people, which are more severe due to Ethiopia struggling to respond.	
	Excelling (going beyond): Ethiopia's limited capacity to respond to their droughts, due to their level of development, results in severe, long-term social impacts and an economy that struggles to develop.	

'I Can' Statements for Year 11 Spring Term 2

Emerging	Achieving	Excelling
• I can identify the main resources used in the UK and describe how people depend on them. • I can describe patterns of population distribution and settlement in the UK. • I can identify ways that UK landscapes are changing due to human activity and natural processes. 1 • I can describe some of the challenges that climate change creates for people and environments in the UK. • I can use maps, graphs and other geographical information to identify UK geographical issues.	• I can explain how patterns of resource consumption create sustainability challenges for the UK. • I can explain the causes and consequences of population and settlement change in different parts of the UK. • I can explain how economic activity, urban development and environmental processes contribute to landscape change. • I can explain how climate change is likely to affect communities, ecosystems and economic activities in the UK. • I can use geographical evidence to explain different viewpoints about UK challenges and possible solutions.	• I can analyse the extent to which sustainable resource management can meet the needs of the UK's future population. • I can assess the social, economic and environmental impacts of population and settlement change in contrasting UK locations. • I can analyse competing pressures on UK landscapes and evaluate different management strategies. • I can evaluate the effectiveness of adaptation and mitigation strategies used to address climate change in the UK. • I can make and justify reasoned decisions about UK geographical challenges using evidence, data and a range of stakeholder viewpoints.

Topic: UK Challenges

Spring Term 2 Golden Nuggets and Work Hard

Lesson Title	Golden Nugget	Work Hard
1	Emerging (catching up): The UK is promoting sustainable transport through investing in cycle lanes and electric buses.	Categorise task of problems and solutions to the sustainable transport problem. Practice past exam questions.
	Achieving (keeping up): Reducing car use can lower congestion, improve air quality and help make transport systems more environmentally sustainable.	
	Excelling (going beyond): Successful sustainable transport schemes balance environmental benefits with economic costs and the needs of different groups of people.	
2	Emerging (catching up): National Parks in the UK can help to protect animal habitats, but face problems.	Define National Parks and complete a recap guided reading of the New Forest. Practice past exam questions.
	Achieving (keeping up): National Parks protect landscapes, wildlife and habitats, but can experience pressures from tourism, development and land use conflicts.	
	Excelling (going beyond): Managing National Parks requires balancing habitat conservation with economic activities and the needs of local communities and visitors.	
3	Emerging (catching up): UK coastlines are at risk of erosion and flooding which impact people, but we use methods to reduce this.	Categorise impacts of flooding and the management methods Exam questions
	Achieving (keeping up): Coastal management strategies aim to reduce erosion and flood risk, helping to protect people, property and infrastructure.	
	Excelling (going beyond): The effectiveness of coastal management depends on balancing environmental impacts, economic costs and long-term sustainability.	
4	Emerging (catching up): There is a two-speed economy in the UK between the north and the south, which results in problems for people.	Define the two-speed economy and watch a video that compares the north and south of the UK Describe maps of inequalities.
	Achieving (keeping up): The two-speed economy results in economic inequalities between different regions of the UK that can affect employment opportunities, incomes and quality of life.	
	Excelling (going beyond): Regional disparities result from differences in investment, employment and economic growth, creating varied social and economic outcomes across the UK.	
5	Emerging (catching up): The UK needs to build more homes which sparks debates on whether they should be built on greenfield or brownfield sites.	Categorise positives and negatives of building on greenfield and brownfield sites Exam questions
	Achieving (keeping up): Brownfield and greenfield sites each offer advantages and disadvantages for housing development, creating environmental and social challenges.	
	Excelling (going beyond): Decisions about housing development require balancing housing demand with the protection of the environment, infrastructure and local communities.	

Topic: UK Challenges

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6	Emerging (catching up): Migration to, and within, the UK is resulting in both positive and negatives.	Comprehension task on differing views from stakeholders on migration
	Achieving (keeping up): Migration can contribute to economic growth and cultural diversity, but may increase pressure on housing and public services.	
	Excelling (going beyond): The impacts of migration vary between places and groups, creating a range of social, economic and demographic consequences across the UK.	Exam questions
7	Emerging (catching up): Climate change in the UK is resulting on a range of impacts on people and the landscapes.	Define climate change
	Achieving (keeping up): Climate change is increasing the frequency of some extreme weather events in the UK, affecting people, ecosystems and infrastructure.	Describe the changes to temperature across the UK
	Excelling (going beyond): The impacts of climate change vary across the UK, requiring adaptation strategies to reduce environmental, social and economic risks.	Categorise and rank impacts of climate change Exam questions
8	Emerging (catching up): The UK is responding to climate change at a local and national level, which need to be assessed in level of effectiveness.	Define local and national
	Achieving (keeping up): Local and national strategies aim to reduce greenhouse gas emissions and help communities adapt to the impacts of climate change.	Categorise and rank responses to climate change
	Excelling (going beyond): The effectiveness of climate change responses depends on their environmental benefits, economic costs and ability to achieve long-term sustainability.	Assess exam question
9	Emerging (catching up): Rivers across the UK experience flooding which impacts people and the environment, and require methods to reduce risk.	Categorise impacts and management methods
	Achieving (keeping up): Flood management strategies reduce the risk of river flooding and help protect people, property and the natural environment.	
	Excelling (going beyond): The effectiveness of flood management depends on balancing environmental impacts, economic costs and long-term sustainability.	Explain positives and negatives of methods Exam questions