



This year in Geography we will be learning:		This links to:	Key Vocabulary:	
1	River Landscapes - Whether the UK's landscapes are all the same - How drainage basins differ - How a river's shape and processes change from source to mouth - The landscapes that form from source to mouth and how they form - The human and physical factors influencing flood risk - How humans live and work alongside rivers and manage flood risk	Key knowledge acquired from the KS3 weather and climate topic, specifically the water cycle and pressure systems, allow us to explore in more depth the causes of flooding. In addition, you will build on your knowledge of hard and soft engineering strategies from the previous GCSE topic to understand how communities vulnerable to flooding can reduce their impacts. You will build on your knowledge from your KS3 river environment studies to deepen your understanding of the factors affecting river processes and their landscapes.	• Erosion • Transport • Deposition • Mass movement • Weathering	• Constructive waves • Destructive waves • Discordant • Longshore drift • Fetch
	Urban Issues and Challenges - Whether the world is becoming increasingly urban, and if so why - Factors encouraging urbanisation - How and why Rio de Janeiro has grown and developed - The challenges and opportunities Rio has faced and how has it overcome them - Newcastle has experienced industrial growth and decline, and how has this shaped the city's past, present and future - The challenges and opportunities Newcastle has faced due to urban sprawl - How cities are becoming sustainable in energy use, housing and transport	You will build on your understanding of urbanisation and factors affecting this, such as migration and natural increase, which we covered during our Year 8 African studies. You will deepen your understanding of how urbanisation can provide opportunities and challenges. In addition, you will use your knowledge of A Globalising World from Year 9 as a springboard to understand how the North-East's character and growth is being influenced by factors such as international migration.	• Sustainable • Brownfield • Greenfield • Greenbelt • Gentrification • Regeneration • Urbanisation	• Green space • Deprivation • Urban sprawl • Squatter settlement • Dereliction • Push/pull factor • Megacities
	The Living World - The characteristics of large- and small-scale ecosystems - The biodiversity of the Tropical Rainforest and Hot Desert - How plants, animals and humans adapt to survive in these areas - The causes, impacts and management strategies to rainforest destruction - The causes, impacts and management strategies of desertification	You will build on your mastery of map skills and weather and climate from Year 7 to understand the global distribution of ecosystems and how lines of latitude experience different weather conditions and are therefore home to different ecosystems. During Year 8, when we explored how desertification can hinder Africa's development, whilst ecotourism can help their development, we will use this knowledge to explore different regions around the world.	• Abiotic • Biotic • Consumer • Decomposer • Food chain • Food web • Ecosystem	• Biome • Producer • Consumer • Ecotourism • Desertification • Subsistence farming • Nutrient cycling
	Resource Management - How equally distributed resources are globally and locally - How our demand and supply of food, water and energy is changing - How we can manage issues surrounding energy insecurity - How we can provide a more sustainable energy mix - How we can conserve energy locally and globally - How we can use appropriate technology to improve energy access	You will build on your knowledge of natural resources from Year 8 to understand the importance of food, water and energy on a local and global scale for a good quality of life. In addition, you will use your knowledge of hydro-electric power, which we explored during the China topic to understand the importance of renewable energy. You will also retrieve your knowledge of climate change from Year 9 to understand why there is a push for renewable energy but will also their knowledge of relief, air masses, coastal landscapes and lines of latitude to understand why certain types of renewable technology only work in specific locations.	• Agribusiness • Energy conservation • Energy mix • Fracking • Organic • Deficit • Surplus • Conservation	• Food miles • Exploitation • Geothermal energy • Hydroelectricity • Natural gas • Nuclear power • Wind energy • Solar energy

Target Grade:

AP1:

AP2:

AP3:



This year in Geography we will be learning:		This links to:	Key Vocabulary:	
1	Fieldwork - Identifying a suitable question for geographic enquiry - How to select, measure and record data appropriate to an enquiry - What are the appropriate ways of processing and presenting fieldwork data - How to describe, analyse and explain fieldwork data - Making evidenced conclusions in relation to the original aims of an enquiry - Evaluating a geographical enquiry to consider the accuracy and reliability for methods, results and conclusions.	As part of the physical fieldwork, you will build on your knowledge of river landscapes, specifically how river channels and the valleys that they flow through change as we move downstream from source to mouth. As part of the human fieldwork, you will build on your knowledge of urban issues and challenges from Year 10 to explore the challenges brought by urban growth in cities such as Newcastle. We have already by this point learnt about Newcastle, so this allows us opportunities to deepen our understanding of key case studies.	• Geographical enquiry • Aim • Hypothesis • Physical geography • Human geography • Primary data • Secondary data • Risk • Hazard	• Sampling • Data collection • Data presentation • Analysis • Conclusion • Evaluation • Anomaly • Reliability • Accuracy
	Changing Economic World - Why there are global variations in economic development - What has led to uneven development and the consequences of this - How are strategies used to reduce the development gap - The significance of Nigeria on differing scales - The role of TNCs and the impact of socio-economic and environmental development - How major changes within the UK's economy has affected employment patterns and regional growth - What the place of the UK in the wider world is	You will build on your knowledge of development from your KS3 studies to understand how and why some countries have varying levels of development across the world. We use our knowledge from our studies of Africa and India from KS3 to explore ways of closing the development gap and improving countries HDI scores. You will also use your knowledge of A Globalising World from Year 9 as a springboard to understand how the North-East's economy has been influenced by factors such as globalisation and how this has led us to a post-industrial economy. In addition, knowledge of TNCs from our China studies will be used to explore the importance of TNCs in Nigeria as a form of economic development.	• Deindustrialisation • Enterprise zones • Financial services • Globalisation • Infrastructure • Post-industrial economy • Business park • Science park • Gross Domestic Product • Human Development Index	• Gross National Income • Development Aid • Emergency Aid • Fair trade • Free trade • International aid • Transnational Corporation • Non-Governmental Organisation • Intermediate technology • Microfinance loan
	Natural Hazards - How earthquakes and volcanoes are the result of physical processes - Assess the differences in effects and responses of differing levels of development - Reasons why people live in hazardous areas and how this can be managed - How the global atmospheric circulation patterns determine the weather - Causes, impacts and responses to tropical storms - What are extreme weather events and their impact on human activity - The causes, mitigation and adaption to climate change	You will build on your knowledge of weather and climate to understand the causes of natural phenomena and how climate change is making these hazards occur more frequently in a more intense form. In addition, key knowledge acquired about pressure systems will allow you to consider the global atmospheric circulation model and how this influences the cause of tropical storms. You will also build on your knowledge of development to understand that all regions experiencing hazards aren't explicitly vulnerable to natural disasters, but their level of development makes it worse.	• Eccentricity • Milankovitch cycles • Seismicity • Conservative plate • Constructive plate • Oceanic crust • Natural hazards • Hot spot	• Continental crust • Convection currents • Destructive plate • Precession • Sunspot • Coriolis falls • Storm Surge • Tropical storm

Target Grade:

AP1:

AP2:

AP3: