




		Year:	10	Subject:	Geography	Autumn 1 Changing Economic World	Autumn 2 Changing Economic World (Nigeria and the UK)	Spring 1 The Challenge of Natural Hazards (Tectonic)
Intent	Subject Concepts (Substantive knowledge) 	<ul style="list-style-type: none"> Locational Knowledge. 	Students learn how we measure development and compare the level of development of global economies.	Prior Knowledge: <ul style="list-style-type: none"> What are HICs/LICs/NEE's What is development? What factors affect birth rate/death rate/life expectancy? 	Student focus on two case studies – the economies of Nigeria (a NEE) and the United Kingdom (a HIC).	Prior Knowledge: <ul style="list-style-type: none"> Where is Nigeria? Where is the UK? What is an NEE, HIC, LIC? 	Students study the causes, effects and solutions to a range of hazards (volcanoes, earthquakes, tropical storms)	Prior Knowledge: <ul style="list-style-type: none"> What are volcanoes and earthquakes?
				Takeaway Learning: <ul style="list-style-type: none"> How can we measure development using GNI, HDI, infant mortality, BR, DR and literacy? How useful are measures of development? / What are the limitations of social and economic measures? What is quality of life and how can we compare it? 		Takeaway Learning: <ul style="list-style-type: none"> How are Nigeria and the UK connected to other places and why are they important? How and why is Nigeria's economy changing? How and why is the UK's economy changing? 		Takeaway Learning: <ul style="list-style-type: none"> What are the causes, effects and solutions to tectonic hazards?
		<ul style="list-style-type: none"> Place Knowledge 	Students evaluate the environmental impacts of economic development in Nigeria and the UK.	Prior Knowledge: <ul style="list-style-type: none"> Where is Nigeria and why is it important regionally and globally? How and why has Nigeria's economy changed? How and why has the UK's economy changed? 	Students evaluate the environmental impacts of economic development in Nigeria and the UK.	Prior Knowledge: <ul style="list-style-type: none"> Where is Nigeria / The UK? How and why is the UK's economy changing How and why is the UK's economy changing? 	Students study a range of different places and environments that suffer from hazards.	Prior Knowledge: <ul style="list-style-type: none"> What are volcanoes and earthquakes?
				Takeaway Learning: <ul style="list-style-type: none"> What are the environmental impacts of economic change in Nigeria? What are the environmental impacts of economic change in the UK? Can industrial development be more sustainable? 		Takeaway Learning: <ul style="list-style-type: none"> What are the environmental impacts of economic development in the UK? What are the environmental impacts of economic development in the UK? How can the impacts of industry on the physical environment be managed sustainably? 		Takeaway Learning: <ul style="list-style-type: none"> Students study case studies of tectonic hazards (Chile and Nepal)
	<ul style="list-style-type: none"> Human and Physical Geography 	Classification based on economic development and quality of life.	Prior Knowledge: <ul style="list-style-type: none"> What is development? What social, economic and environmental factors affect the level of development How do we measure development? 	How the manufacturing industry has stimulated economic development in Nigeria.	Prior Knowledge: <ul style="list-style-type: none"> Where is Nigeria? Why is Nigeria important globally and regionally? What is the political, social, cultural and environmental context of Nigeria? 	Students study the causes, effects and solutions of tectonic and weather hazards.	Prior Knowledge: <ul style="list-style-type: none"> What are volcanoes and earthquakes? 	
			Takeaway Learning: <ul style="list-style-type: none"> What are the features of HIC's, LIC's and NEE's What is quality of life? What is the development gap? 		Takeaway Learning: <ul style="list-style-type: none"> How is Nigeria's economy structured? How is Nigeria's manufacturing sector changing? How is manufacturing affecting economic development? 		Takeaway Learning: <ul style="list-style-type: none"> What are the causes, effects and solutions to tectonic hazards? 	
	<ul style="list-style-type: none"> Geographical Skills and Fieldwork. 	Consequences of uneven development and strategies used to reduce the development gap.	Prior Knowledge: <ul style="list-style-type: none"> How can we measure development? What are the features of HIC's, LIC's and NEE's? What are the physical, economic and historical causes of uneven development? 	The advantages and disadvantages of TNC(s) to the host country. Types of aid and impacts of aid.	Prior Knowledge: <ul style="list-style-type: none"> Where is Nigeria? What is the political, social, cultural and environmental context of Nigeria? How is manufacturing affecting economic development? 	Students study how different places change and respond to hazards.	Prior Knowledge: <ul style="list-style-type: none"> What are volcanoes and earthquakes? 	
			Takeaway Learning: <ul style="list-style-type: none"> How does uneven development lead to 		Takeaway Learning: <ul style="list-style-type: none"> What is a TNC? 		Takeaway Learning: <ul style="list-style-type: none"> How do tectonic hazards change places? 	

			<ul style="list-style-type: none"> inequalities in wealth and health? • How does uneven development lead to migration? • How can investment, industrial development and tourism reduce the development gap? 	<ul style="list-style-type: none"> • What are the advantages and disadvantages of Unilever and shell in Nigeria? • What is aid and how does it impact Nigeria? 	
	Disciplinary Knowledge		<ul style="list-style-type: none"> • Students can identify and explain geographical features. • Students can use geographical skills to build on knowledge. • Students are able to ask questions that add to their knowledge. 	<ul style="list-style-type: none"> • Students can identify and explain geographical features. • Students can use geographical skills to build on knowledge. • Students are able to ask questions that add to their knowledge. 	<ul style="list-style-type: none"> • Students can identify and explain geographical features. • Students can use geographical skills to build on knowledge. • Students are able to ask questions that add to their knowledge.
Implementation	Common Misconceptions		<ul style="list-style-type: none"> • Economies around the world are improving. • Population growth and demographics has no impact on the global economy. 	<ul style="list-style-type: none"> • Economies around the world are improving. <ul style="list-style-type: none"> • Population growth and demographics has no impact on the global economy. 	<ul style="list-style-type: none"> • Tectonics is just about rocks. • HIC's are not affected by tectonic hazards. • Tectonic hazards are avoidable.
	Enabling or Adapting the Curriculum	SEND Students	<ul style="list-style-type: none"> • Students will be given sensory/tactile resources that they can manipulate or use to deepen understanding. (Posters and other visual aids can be used to help with understanding) • Bank of written argument phrase/sentence starters/writing frame for planning. • Explain keywords/provide glossary 	<ul style="list-style-type: none"> • Students will be given sensory/tactile resources that they can manipulate or use to deepen understanding. (Posters and other visual aids can be used to help with understanding) • Bank of written argument phrase/sentence starters/writing frame for planning. • Explain keywords/provide glossary 	<ul style="list-style-type: none"> • Students will be given sensory/tactile resources that they can manipulate or use to deepen understanding. (Models can be made from plasticine to show how plate tectonics affect people) • Bank of written argument phrase/sentence starters/writing frame for planning. • Explain keywords/provide glossary
		Disadvantaged Students	<ul style="list-style-type: none"> • Virtual fieldwork opportunities. Electronic materials can be used on iPads. 	<ul style="list-style-type: none"> • Virtual fieldwork opportunities. Electronic materials can be used on iPads. 	<ul style="list-style-type: none"> • Virtual fieldwork opportunities. Electronic materials can be used on iPads.
		More Able Students	<ul style="list-style-type: none"> • Extension activities such as creating population graphs or data collection and presentation to go deeper are built into curriculum. Additional materials have been created which will deepen understanding. 	<ul style="list-style-type: none"> • Extension activities such as creating population graphs or data collection and presentation to go deeper are built into curriculum. Additional materials have been created for the Nigeria/UK investigations. 	<ul style="list-style-type: none"> • Extension activities such as creating climate graphs or data collection and presentation to go deeper are built into curriculum. Additional materials can be created for the Nepal/Chile investigation.
	Literacy/Numeracy Skills 	LITERACY Vocabulary	Capitalism, Colonialism, Corruption, Demographic Transition Model, GNI/GDP per capita, HDI, Infant mortality rate, Life expectancy, LIC/NEE/HIC, Literacy rate, Quality of Life.	Capitalism, Colonialism, Corruption, Demographic Transition Model, GNI/GDP per capita, HDI, Infant mortality rate, Life expectancy, LIC/NEE/HIC, Literacy rate, Quality of Life.	<ul style="list-style-type: none"> • Conservative/Constructive/Destructive plate margin, Oceanic/continental crust, Convection Current, Hotspot, Magma/Lava, Mantle, Tectonic Plates, Tsunami.
		Reading	<ul style="list-style-type: none"> • Students will be introduced to Geographical texts with new vocabulary. (GCSE TB, handouts (Demographic Transition, Development indicators) etc) • Students will be able to decode and comprehend information in a variety of tasks using PIXL unlock. • Students will learn key geographical words and match these to definitions. Use of synonyms to help students. 	<ul style="list-style-type: none"> • Students will be introduced to Geographical texts with new vocabulary. (GCSE TB, handouts (Nigeria and TNC's, The changing UK economy etc) • Students will be able to decode and comprehend information in a variety of tasks using PIXL unlock. • Students will learn key geographical words and match these to definitions. Use of synonyms to help students. 	<ul style="list-style-type: none"> • Students will be introduced to Geographical texts with new vocabulary. (GCSE TB, handouts (Causes of tectonic hazards, Consequences of Earthquakes (Nepal and Chile) etc) • Students will be able to decode and comprehend information in a variety of tasks using PIXL unlock. Students will learn key geographical words and match these to definitions. Use of synonyms to help students.
		Writing:	<ul style="list-style-type: none"> • (How do countries get more developed? investigation) Extended writing opportunities (PEEL). Using key words correctly and in context • . BUG the question 	<ul style="list-style-type: none"> • (How do countries such as Nigeria and the UK get more developed? investigation) Extended writing opportunities (PEEL). Using key words correctly and in context. • BUG the question 	<ul style="list-style-type: none"> • (Nepal/Chile investigation) Extended writing opportunities (PEEL). Using key words correctly and in context. • BUG the question

		Oracy:	<ul style="list-style-type: none"> Students should be able to explain their learning to peers and teachers. Students should be able to present with confidence. 	<ul style="list-style-type: none"> Students should be able to explain their learning to peers and teachers. Students should be able to present with confidence. 	<ul style="list-style-type: none"> Students should be able to explain their learning to peers and teachers. Students should be able to present with confidence. 		
		NUMERACY	<ul style="list-style-type: none"> Students will collect, create, interpret and analyse data related to development such as population growth and level of development. This includes the creation of different graphs. 	<ul style="list-style-type: none"> Students will collect, create, interpret and analyse data related to development such as population growth in Nigeria and level of development in the UK. This includes the creation of different graphs. 	<ul style="list-style-type: none"> Students will collect, create, interpret and analyse data related to earthquakes such as number of deaths/injuries/cost. This includes the creation of different graphs. 		
	Digital Strategy 		Students will use ipads and other digital media to research aspects of the topics and complete revision tasks on BBC bitesize and other platforms.	Students will use ipads and other digital media to research aspects of the topics (Nigeria, the UK etc)and complete revision tasks on BBC bitesize and other platforms.	Students will use ipads and other digital media to research aspects of the topics (Chile/Nepal earthquakes) and complete revision tasks on BBC bitesize and other platforms.		
Home Learning		Curriculum: factors influencing development	Reading: TNC's (Nigeria) Curriculum: Nigeria case study and North-south divide in the UK	Reading: Measuring earthquakes Curriculum: Chile and Nepal Earthquakes			
Impact	Composite Assessment	Date: <input type="text"/>	Content: <input type="text"/>	Date: <input type="text"/>	Content: <input type="text"/>	Date: <input type="text"/>	Content: <input type="text"/>