




		Year:	10	Subject:	Geography	Spring 2 Hazards (weather and climate change)	Summer 1 Urban Issues & Challenges Bristol and Rio	Summer 2 Urban Issues & Challenges Freiberg (Includes fieldwork)
<b>Intent</b>	<b>Subject Concepts (Substantive knowledge)</b>  	<ul style="list-style-type: none"> <li>Locational Knowledge.</li> </ul>	Students study the causes, effects and solutions to a range of hazards (floods, climate change)	Prior Knowledge: <ul style="list-style-type: none"> <li>What are weather hazards?</li> <li>What is climate change?</li> </ul>	Students study the case studies of Rio and Bristol	Prior Knowledge: <ul style="list-style-type: none"> <li>What are urban areas?</li> <li>What is urbanisation?</li> <li>Why is urbanisation occurring?</li> </ul>	Students study the case studies of Rio and Bristol	Prior Knowledge: <ul style="list-style-type: none"> <li>What are urban areas?</li> <li>What is urbanisation?</li> <li>Why is urbanisation occurring?</li> </ul>
		<ul style="list-style-type: none"> <li>Place Knowledge</li> </ul>	Students study a range of different places and environments that suffer from hazards.	Prior Knowledge: <ul style="list-style-type: none"> <li>What are weather hazards?</li> <li>What is climate change?</li> </ul>	Students study a range of different human environments from a range of places and scales.	Prior Knowledge: <ul style="list-style-type: none"> <li>What are urban areas?</li> <li>What is urbanisation?</li> <li>Why is urbanisation occurring?</li> </ul>	Students study a range of different human environments from a range of places and scales.	Prior Knowledge: <ul style="list-style-type: none"> <li>What are urban areas?</li> <li>What is urbanisation?</li> <li>Why is urbanisation occurring?</li> </ul>
		<ul style="list-style-type: none"> <li>Human and Physical Geography</li> </ul>	Students study the causes, effects and solutions of weather hazards and climate change	Prior Knowledge: <ul style="list-style-type: none"> <li>What are weather hazards?</li> <li>What is climate change?</li> </ul>	Students study urbanisation, urban growth, challenges and management.	Prior Knowledge: <ul style="list-style-type: none"> <li>What are urban areas?</li> <li>What is urbanisation?</li> <li>Why is urbanisation occurring?</li> </ul>	Students study urbanisation, urban growth, challenges and management.	Prior Knowledge: <ul style="list-style-type: none"> <li>What are urban areas?</li> <li>What is urbanisation?</li> <li>Why is urbanisation occurring?</li> </ul>
		<ul style="list-style-type: none"> <li>Geographical Skills and Fieldwork.</li> </ul>	Students study how different places change and respond to hazards.	Prior Knowledge: <ul style="list-style-type: none"> <li>What are weather hazards?</li> <li>What is climate change?</li> </ul>	Students study how places change over time and the impacts of this.	Prior Knowledge: <ul style="list-style-type: none"> <li>What is urbanisation?</li> <li>Why is urbanisation occurring?</li> <li>What are the impacts of urbanisation on different places?</li> </ul>	Students study how places change over time and the impacts of this.	Prior Knowledge: <ul style="list-style-type: none"> <li>What is urbanisation?</li> <li>Why is urbanisation occurring?</li> <li>What are the impacts of urbanisation on different places?</li> </ul>
				Takeaway Learning: <ul style="list-style-type: none"> <li>What are the causes, effects and solutions to flooding?</li> <li>What are the types, causes and effects, evidence and solutions to climate change ?</li> </ul>		Takeaway Learning: <ul style="list-style-type: none"> <li>What is Rio and Bristol like?</li> <li>What are the social, economic and environmental challenges in Rio and Bristol?</li> <li>What are the solutions to Rio's and Bristol's challenges?</li> </ul>		Takeaway Learning: <ul style="list-style-type: none"> <li>What is Rio and Bristol like?</li> <li>What are the social, economic and environmental challenges in Rio and Bristol?</li> <li>What are the solutions to Rio's and Bristol's challenges?</li> </ul>
				Takeaway Learning: <ul style="list-style-type: none"> <li>Students learn case studies of tropical storms (Typhoon Haiyan)</li> <li>Students learn case studies of flooding (Somerset Levels)</li> <li>Students learn examples of countries affected by and their response to climate change (</li> </ul>		Takeaway Learning: <ul style="list-style-type: none"> <li>How urbanisation is affecting Rio and Brazil</li> <li>The impacts or urbanisation in Rio</li> <li>How urbanisation affects the environment</li> </ul>		Takeaway Learning: <ul style="list-style-type: none"> <li>How urbanisation is affecting Rio and Brazil</li> <li>The impacts or urbanisation in Rio</li> <li>How urbanisation affects the environment</li> </ul>
				Takeaway Learning: <ul style="list-style-type: none"> <li>What are the causes, effects and solutions to flooding?</li> <li>What are the types, causes and effects, evidence and solutions to climate change ?</li> </ul>		Takeaway Learning: <ul style="list-style-type: none"> <li>What is Rio and Bristol like?</li> <li>What are the social, economic and environmental challenges in Rio and Bristol?</li> <li>What are the solutions to Rio's and Bristol's challenges?</li> </ul>		Takeaway Learning: <ul style="list-style-type: none"> <li>What is Rio and Bristol like?</li> <li>What are the social, economic and environmental challenges in Rio and Bristol?</li> <li>Challenges of sustainability in Freiberg.</li> </ul>
				Takeaway Learning: <ul style="list-style-type: none"> <li>How do weather hazards change places?</li> <li>How does climate change affect the world?</li> </ul>		Takeaway Learning: <ul style="list-style-type: none"> <li>What is Rio and Bristol like?</li> <li>What are the social, economic and environmental challenges in Rio and Bristol?</li> <li>What are the solutions to Rio's and Bristol's challenges?</li> </ul>		Takeaway Learning: <ul style="list-style-type: none"> <li>What is Rio and Bristol like?</li> <li>What are the social, economic and environmental challenges in Rio and Bristol?</li> </ul>

							• What are the solutions to Rio's and Bristol's challenges?	
	<b>Disciplinary Knowledge</b>		<ul style="list-style-type: none"> <li>Students can identify and explain geographical features.</li> <li>Students can use geographical skills to build on knowledge.</li> <li>Students are able to ask questions that add to their knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>Students can identify and explain geographical features.</li> <li>Students can use geographical skills to build on knowledge.</li> <li>Students are able to ask questions that add to their knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>Students can identify and explain geographical features.</li> <li>Students can use geographical skills to build on knowledge.</li> <li>Students are able to ask questions that add to their knowledge.</li> </ul>			
<b>Implementation</b>	<b>Common Misconceptions</b>		<ul style="list-style-type: none"> <li>Climate change is only caused by human activity.</li> <li>Mitigation and adaptation are the same thing.</li> <li>HICs are not affected by weather hazards or climate change.</li> </ul>	<ul style="list-style-type: none"> <li>Cities around the world are basically the same.</li> <li>Cities in HIC's have the same problems as LIC's.</li> </ul>	<ul style="list-style-type: none"> <li>Cities around the world are basically the same.</li> <li>Cities in HIC's have the same problems as LIC's</li> </ul>			
	<b>Enabling or Adapting the Curriculum</b>	<b>SEND Students</b>	<ul style="list-style-type: none"> <li>Students will be given sensory/tactile resources that they can manipulate or use to deepen understanding. (posters and other visual displays can be created to help students grasp the basics on how weather hazards and climate change affect people.)</li> <li>Bank of written argument phrase/sentence starters/writing frame for planning.</li> <li>Explain keywords/provide glossary</li> </ul>	<ul style="list-style-type: none"> <li>Students will be given sensory/tactile resources that they can manipulate or use to deepen understanding. (posters and other visual displays can be created to help students grasp the basics on how cities grow and the problems they face.)</li> <li>Bank of written argument phrase/sentence starters/writing frame for planning.</li> <li>Explain keywords/provide glossary</li> </ul>	Students will be given sensory/tactile resources that they can manipulate or use to deepen understanding. (posters and other visual displays can be created to help students grasp the basics on how cities grow and the problems they face.)	<ul style="list-style-type: none"> <li>Bank of written argument phrase/sentence starters/writing frame for planning.</li> <li>Explain keywords/provide glossary</li> </ul>		
		<b>Disadvantaged Students</b>	<ul style="list-style-type: none"> <li>Virtual fieldwork opportunities. Electronic materials can be used on iPads.</li> </ul>	<ul style="list-style-type: none"> <li>Virtual fieldwork opportunities. Electronic materials can be used on iPads.</li> </ul>	<ul style="list-style-type: none"> <li>Virtual fieldwork opportunities. Electronic materials can be used on iPads.</li> </ul>	<ul style="list-style-type: none"> <li>Virtual fieldwork opportunities. Electronic materials can be used on iPads.</li> <li>Fieldwork to Wolverton is planned.</li> </ul>		
		<b>More Able Students</b>	<ul style="list-style-type: none"> <li>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 Typhoon Haiyan investigation.</li> </ul>	<ul style="list-style-type: none"> <li>Extension activities such as creating urban living graphs or data collection and presentation to go deeper are built into curriculum.</li> <li>Additional materials on Rio, Bristol and Wolverton have been created to help with these investigations.</li> </ul>	<ul style="list-style-type: none"> <li>Extension activities such as creating urban living graphs or data collection and presentation to go deeper are built into curriculum.</li> <li>Additional materials on Rio, Bristol and Wolverton have been created to help with these investigations.</li> </ul>	<ul style="list-style-type: none"> <li>Extension activities such as creating urban living graphs or data collection and presentation to go deeper are built into curriculum.</li> <li>Additional materials on Rio, Bristol and Wolverton have been created to help with these investigations.</li> </ul>		
		<b>Literacy/Numeracy Skills</b>	<b>LITERACY</b>	Adaptation/Mitigation, Atmospheric circulation, Climate Change, Coriolis effect, Cyclone/Hurricane/Typhoon, Eye/Eye wall, Ferrel/Hadley/Polar cell, Fossil fuels, Storm surge, Enhanced Greenhouse effect.	Brownfield/Greenfield land, Integrated transport, Migration, LIC/NEE/HIC, Megacity, Population density, Pull/Push factors, Quality of Life, Regeneration, Rural/Urban migration, Sustainability, Urban sprawl.	Brownfield/Greenfield land, Integrated transport, Migration, LIC/NEE/HIC, Megacity, Population density, Pull/Push factors, Quality of Life, Regeneration, Rural/Urban migration, Sustainability, Urban sprawl.		
			<b>Vocabulary</b>					
			<b>Reading</b>	<ul style="list-style-type: none"> <li>Students will be introduced to Geographical texts with new vocabulary. (GCSE TB, handouts (How do tropical storms form? How did Typhoon Haiyan affect the Philippines? etc)</li> <li>Students will be able to decode and comprehend information in a variety of tasks using PIXL unlock.</li> <li>Students will learn key geographical words and match these to definitions. Use of synonyms to help students.</li> </ul>	<ul style="list-style-type: none"> <li>Students will be introduced to Geographical texts with new vocabulary. (GCSE TB, handouts (Push and Pull factors, The growth of Megacities etc)</li> <li>Students will be able to decode and comprehend information in a variety of tasks using PIXL unlock.</li> <li>Students will learn key geographical words and match these to definitions. Use of synonyms to help students.</li> </ul>	<ul style="list-style-type: none"> <li>Students will be introduced to Geographical texts with new vocabulary. (GCSE TB, handouts (Social issues in Rio, The impact of migration on Bristol, Freiberg case study etc)</li> <li>Students will be able to decode and comprehend information in a variety of tasks using PIXL unlock.</li> <li>Students will learn key geographical words and match these to definitions. Use of synonyms to help students.</li> </ul>		
			<b>Writing:</b>	<ul style="list-style-type: none"> <li>(Haiyan investigation) Extended writing opportunities (PEEL). Using key words correctly and in context.</li> <li>BUG the question</li> </ul>	<ul style="list-style-type: none"> <li>(Rio/Bristol investigation) Extended writing opportunities (PEEL). Using key words correctly and in context.</li> <li>BUG the question</li> </ul>	<ul style="list-style-type: none"> <li>(Freiberg Case study) Extended writing opportunities (PEEL). Using key words correctly and in context.</li> <li>BUG the question</li> </ul>		
			<b>Oracy:</b>	<ul style="list-style-type: none"> <li>Students should be able to explain their learning to peers and teachers.</li> <li>Students should be able to present with confidence.</li> </ul>	<ul style="list-style-type: none"> <li>Students should be able to explain their learning to peers and teachers.</li> <li>Students should be able to present with confidence.</li> </ul>	<ul style="list-style-type: none"> <li>Students should be able to explain their learning to peers and teachers.</li> <li>Students should be able to present with confidence.</li> </ul>		

		<b>NUMERACY</b>	<ul style="list-style-type: none"> <li>Students will collect, create, interpret and analyse data related to tropical storms such as number of deaths/injuries/cost. This includes the creation of different graphs.</li> </ul>				<ul style="list-style-type: none"> <li>Students will use data about the cities in the case studies to create graphs and analyse their results.</li> </ul>				<ul style="list-style-type: none"> <li>Students will use data about the cities in the case studies to create graphs and analyse their results.</li> </ul>			
	<b>Digital Strategy</b>		Students will use ipads and other digital media to research aspects (Typhoon Haiyan) of the topics and complete revision tasks on BBC bitesize and other platforms.				Students will use ipads and other digital media to research aspects (Rio/Bristol) of the topics and complete revision tasks on BBC bitesize and other platforms.				Students will use ipads and other digital media to research aspects (sustainability/Freiberg) of the topics and complete revision tasks on BBC bitesize and other platforms.			
	<b>Home Learning</b>		Curriculum: Typhoon Haiyan				Curriculum: Megacities and Rio de Janeiro				<ul style="list-style-type: none"> <li></li> </ul>			
<b>Impact</b>	<b>Composite Assessment</b>		Date:		Content:		Date:		Content:		Date:		Content:	