

Words in italics won't be on the website.	What will I learn?	How will I learn it?	Why is it important that I learn this?	Why am I learning this now?
The challenge of natural hazards Tectonic Hazards	<ul style="list-style-type: none"> • Earthquakes and volcanic eruptions are the result of physical processes. • The effects of, and responses to, a tectonic hazard vary between areas of contrasting levels of wealth. • Management can reduce the effects of a tectonic hazard • Global atmospheric circulation helps to determine patterns of weather and climate. • Tropical storms (hurricanes, cyclones, typhoons) develop as a result of particular physical conditions. • Tropical storms have significant effects on people and the environment. 	<ul style="list-style-type: none"> • Develop an understanding of complex physical processes including plate tectonics, global atmospheric circulation and the enhanced greenhouse effect • Study examples of tectonic and atmospheric hazards to show how development and wealth affects the impacts and responses to hazards. • Students will understand the reasons why people continue to live in areas at risk and how monitoring, prediction, protection and planning can mitigate risk from a tectonic hazard. • Students will use maps, computer models and videos to analyse the global distribution of hazards. 	<p>The aims of this unit are to develop an understanding of the tectonic, geomorphological, biological and meteorological processes and features in different environments, and the need for management strategies governed by sustainability and consideration of the direct and indirect effects of human interaction with the Earth and the atmosphere.</p> <p>These topics will prepare students for life beyond PHS as they enter a changing dynamic world and gives them an understanding of how hazards affect and are managed around the world.</p>	<p>These topics build upon content studies at KS3 (Restless Earth and Risky World) and also the concepts studies throughout KS3 (risk, resilience and mitigation, development and sustainability).</p> <p>It also builds upon and reinforces the many skills which have been introduced across the KS3 topics including cartographic skills, graphical skills, statistical skills and analysis of both qualitative and quantitative data</p> <p>These topics also build upon the work from other subjects including science at KS3 where global warming is studied. This topic prepares students for the A Level geography course, especially the Hazards unit of work.</p>

Weather Hazards	<ul style="list-style-type: none"> • The UK is affected by a number of weather hazards. • Extreme weather events in the UK have impacts on human activity. • Climate change is the result of natural and human factors, and has a range of effects. • Managing climate change involves both mitigation (reducing causes) and adaptation (responding to change). 	<ul style="list-style-type: none"> • By studying specific weather hazards students will gain evidence that weather is becoming more extreme in the UK. • Analysis of evidence for climate change from the beginning of the Quaternary period to the present day. • Critical analysis of possible causes of climate change, and how people mitigate and adapt to climate change. 		
Urban issues and challenges	<ul style="list-style-type: none"> • A growing percentage of the world's population lives in urban areas • Urban growth creates opportunities and challenges for cities in LICs, NEEs and in the UK. • Urban sustainability requires management of resources and transport. 	<ul style="list-style-type: none"> • Analyse data to show the global pattern of urban change. • Analyse reasons for migration and a case study approach to looking at a major city in an NEE (Mumbai) to illustrate the location, causes of growth and associated issues. 	<p>It is expected that the world's urban population will almost double in the next 30 years, it is crucial that students understand the reasons for this and the impacts of it.</p> <p>To develop a greater understanding of urban life in contrasting areas around the</p>	<p>This unit will extend student understanding of the underpinning concepts of inequality, globalisation and interdependence studied throughout KS3 (Into Africa, Battle of the Superpowers, Population and Development).</p>

		<ul style="list-style-type: none"> • Create a detailed case study of Manchester to develop an understanding of the opportunities and challenges created due to urban growth and change in the UK • A critical evaluation of different urban management strategies. • A case study approach to see how cities can be more sustainable including, water and energy conservation, recycling and traffic management. 	<p>world and how these can be managed sustainably.</p> <p>To understand the role that decision-making plays in managing urban issues and the impacts of various decisions.</p>	<p>This unit provides a foundation for the Contemporary Urban Environments unit studied in Year 13.</p>
<p>Physical landscapes in the UK (Rivers and Coasts)</p>	<ul style="list-style-type: none"> • The shape of river valleys changes as rivers flow downstream. • Distinctive river landforms result from different physical processes. • Why do rivers flood and the use of different management strategies can be used to protect 	<ul style="list-style-type: none"> • Students will develop an understanding of the range of processes that operate in rivers and at the coast including erosion, deposition, weathering and mass movement. • Students will study the formation of landforms 	<p>This unit shows how human and physical processes interact to influence and change landscapes in the UK.</p> <p>Students can apply their knowledge and skills to understanding and interpret 'real life' geography.</p>	<p>This topic builds upon the content studied in 'Water on the Land' topic in Year 7. Starting with the rivers element of the unit allows students to recap and reinforce their understanding of river processes. This then aids the understanding of coastal</p>

	<p>river landscapes from the effects of flooding.</p> <ul style="list-style-type: none"> • The coast is shaped by a number of physical processes. • Distinctive coastal landforms result from different physical processes. • Different management strategies can be used to protect coastlines from the effects of physical processes. 	<p>resulting from erosion and deposition.</p> <ul style="list-style-type: none"> • Students will analyse ordnance survey maps of specific areas of the UK to help understand how rivers change along their course and how processes shape the coast. • Students will understand that river and coastal areas may need careful management and the different ways this can be done by looking at two specific areas of the UK. 	<p>Students will develop their knowledge of geographical systems and also environmental change and human activity</p> <p>Students will experience fieldwork that draws together their locational knowledge and that of human and physical processes</p>	<p>processes, of which there is much overlap.</p> <p>Fieldwork in a local river environment helps to embed student understanding and prepares students for the fieldwork element of paper 3.</p> <p>Teaching the coasts element of the topic at the end of Year 10 is complemented by visits to the coasts over the summer break for many students helping to reinforce their learning and see 'geography in action'.</p>
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