

Cycle 1: People, cities and wealth.

Core knowledge:

- The global distribution of people.
- The causes of urbanisation.
- The UK's pattern of population distribution.
- Examples and explanations of megacities.
- Social and economic challenges found in Beijing and Moscow.
- Environmental consequences of urbanisation.

Assessment:

- Multiple choice recall questions on above core knowledge and extended written answers to apply knowledge.

Curriculum sequence: this unit will reinforce some of the themes covered in population and globalisation and support conceptual understanding in units on development, and migration (history.)

Cycle 2: Tectonic hazards.

Core knowledge:

- The structure of the earth.
- Plate tectonics theory and evidence to support.
- Characteristics and processes of plate margins.
- Hawaii and hotspots.
- Comparing shield and composite volcanoes.
- Volcano hazards - effects on people and the environment.
- Causes of earthquakes and associated hazards.
- Reasons people live in tectonically active areas.

Assessment:

- Multiple choice and recall questions on above core knowledge. Extended application of knowledge questions.

Curriculum sequence: this unit will introduce pupils to key concepts referenced in the development gap, energy (geothermal), and for the natural hazards units studied at GCSE and A-level.

Cycle 3: Weather, climate and ice.

Core knowledge:

- The components of weather.
- Understanding air pressure and how warm air and cold air behave.
- Air masses that affect the UK and the weather they cause.
- Factors causing long term climatic change of the earth.
- Natural and human factors responsible for climate change.
- Glaciers and how they shape the land.

Assessment:

- Multiple choice and recall questions on above core knowledge. Extended application of knowledge questions.

Curriculum sequence: This unit will introduce pupils to the concepts of weather and climate and help

Cycle 1: Tropical rainforests

Core knowledge:

- Ecosystem characteristics and processes.
- Different biomes and their distribution.
- Global atmospheric circulation model and the distribution of rainforests.
- Water and nutrient cycling in the rainforest.
- Biodiversity and plant adaptations.
- Traditional and commercial rainforest use.
- Methods of protecting the rainforest.

Assessment:

- Multiple choice recall questions on above core knowledge and an essay question on the fragility of the tropical rainforest.

Curriculum sequence: This unit draws on knowledge gained in weather, climate and ice, and introduces the concept of biomes which will support the food insecurity unit and prepares for

Cycle 2: The development gap

Core knowledge:

- The global distribution of wealth and correlation with health.
- Defining development and using indicators
- Haiti - understanding the causes of poverty.
- The sustainable development goals and how they promote gender equality.
- Fair trade and international development.
- The role of international organisations such as The UN and NGOs in development.

Assessment:

- Multiple choice and recall questions on above core knowledge. An extended application of knowledge question and an indicator analysis activity.

Curriculum sequence: This unit links to the previous units of population, people cities and wealth, and

Cycle 3: Fieldwork

Core knowledge:

- Quantitative and qualitative data.
- Researching a topic and setting an enquiry question.
- Data collection techniques - questionnaires, interviews, counts and measurements.
- Methods of data presentation - tables, simple graphs and using GIS.
- Data analysis skills - measures of central tendency, annotating photos, graphical description.
- Writing a conclusion, drawing on evidence to answer the research question.
- Evaluating the fieldwork to suggest improvements.

Assessment:

- Multiple choice and recall questions on above core knowledge. Fieldwork write up of mini investigation.

Cycle 1: Energy

Core knowledge:

- Global energy production and consumption.
- Formation and extraction of fossil fuels.
- Advantages and disadvantages of fossil fuels.
- Advantages and disadvantages of nuclear.
- Sources of renewable energy.

Assessment:

- Multiple choice and recall questions on above core knowledge. Two extended questions to show application of knowledge.

Curriculum sequence: This unit extends knowledge gained in units covering globalisation and the development gap and will help prepare pupils for the climate change unit in cycle 3. It directly prepares pupils for studying resource issues at GCSE.

Links to National Curriculum: Locational knowledge

Cycle 2: Food insecurity

Core knowledge:

- Characteristics and distribution of hot deserts.
- Plant and animal adaptations.
- Cultural adaptations in the Sahel and India.
- The causes of desertification.
- The effect of desertification on food security.
- Physical and human causes of food insecurity.
- Appropriate and high-tech solutions.

Assessment:

- Multiple choice and recall questions on above core knowledge. An extended application of knowledge question and a data analysis activity.

Curriculum sequence: This unit links to the previous units: energy; changes in climate; population and the Development gap. It directly prepares pupils for studying resource issues at GCSE.

Links to National Curriculum: Locational knowledge

Cycle 3: Coasts and climate change

Core knowledge:

- The four processes of erosion.
- The process of longshore drift.
- Formation of landforms - headlands, stacks, bays, beaches, spits.
- How climate change affects coastal processes.
- Mitigation and adaptation strategies for climate change in areas of differing economic development.

Assessment:

- Multiple choice and recall questions on above core knowledge. An extended application of knowledge question and a photograph analysis question.

Curriculum sequence: This unit builds on knowledge gained in previous units: weather, climate and ice; the development gap; rivers and

Cycle 1

Core knowledge:

- Tectonic hazards: The physical processes causing earthquakes and volcanoes; the impact of wealth on the effects and responses to tectonic hazards; management strategies to reduce the effects of tectonic hazards.
- Weather hazards: Global atmospheric circulation; tropical storm formation; UK weather hazards and extreme weather.
- Climate change: The natural and human causes; mitigation and adaptation strategies.
- The living world - ecosystems: small scale and global scale (biomes); biotic and abiotic components; trophic levels and food webs.

Assessment:

- GCSE style paper testing factual recall, graphical and data analysis skills and application of knowledge.

Curriculum sequence: Content will strengthen and

Cycle 2

Core knowledge:

- The living world - tropical rainforests: characteristics; plant and animal adaptations; causes and impacts of deforestation.
- The living world - hot deserts: characteristics; plant and animal adaptations; opportunities and challenges of development in hot deserts; desertification causes.
- UK coasts: physical processes affecting the coast; the formation of coastal erosion and deposition landforms; coastal management strategies.
- UK Rivers: The long profile and the changing cross section of a river valley; fluvial processes; landforms resulting from erosion and deposition; the costs and benefits of differing management strategies.

Assessment:

- GCSE style paper testing factual recall, graphical and data analysis skills and

Cycle 3

Core knowledge:

- Urban issues and challenges: factors affecting urbanisation rates; megacities.
- Urban change and growth in a newly emerging economy (Brazil) and for a city in the UK (Bristol).
- Urban sustainability - management of resources and transport.

Assessment:

- GCSE style paper testing factual recall, graphical and data analysis skills and application of knowledge for all of year 10 content.

Curriculum sequence: Content will strengthen and develop knowledge from phase three units - Globalisation; People, cities and wealth; The development gap; Renewable and non-renewable energy.

Cycle 1

Core knowledge:

- Urban change and growth in a newly emerging economy (Brazil) and for a city in the UK (Bristol).
- Urban sustainability - management of resources and transport.
- The significance of food, water and energy to economic and social well being.
- An overview of food, water and energy resources in relation to the UK.
- Food - factors leading to food insecurity; methods to increase food production.

Assessment:

- Mini mocks - GCSE style paper testing factual recall, graphical and data analysis skills and application of knowledge.

Curriculum sequence: content from this cycle will strengthen and develop knowledge from phase three units - food insecurity, people cities and wealth, energy.

Cycle 2

Core knowledge:

- Food - factors leading to food insecurity; methods to increase food production.
- Fieldwork and skills module - methods of data collection, presentation and analysis including maps, graphs, photos.
- Revision

Assessment:

- Mock examinations covering whole specification.

Curriculum sequence: Content from this cycle with strengthen and develop skills acquired in the fieldwork unit and the food insecurity unit.

Cycle 3

Core knowledge:

- Pre- release material for paper three.
- Revision

Assessment:

- GCSE examination.

<h2>Cycle 1</h2> <p>Core knowledge:</p> <ul style="list-style-type: none">● NEA write up● The water and carbon cycles as natural systems● The water cycle - processes, stores and flows● The carbon cycle - processes, stores and flows● Water, carbon, climate and life on earth● Qualitative and quantitative skills - mass balance and unit conversions. <p>Assessment:</p> <p>→ AP5 - assessing on content covered in year 12 using A-level style questions.</p> <p>Curriculum sequence: Content will develop and strengthen knowledge from the GCSE topics - Ecosystems; UK landscapes - rivers.</p>	<h2>Cycle 2:</h2> <p>Core knowledge:</p> <ul style="list-style-type: none">● Globalisation dimensions (flows of capital, goods, ideas) and globalisation factors (transport, communication, technologies etc)● Global systems - economic, social, environmental and political interdependence.● International trade and access to markets● Global governance international norms, laws and institutions such as the United Nations. <p>Assessment:</p> <p>→ AP6 - assessing all content covered in the A-level using past papers.</p> <p>Curriculum sequence: Content from this cycle with strengthen and develop knowledge acquired from GCSE units - Challenges in the human world.</p>	<h2>Cycle 3:</h2> <p>Core knowledge:</p> <ul style="list-style-type: none">● The global commons● Antarctica as a global common● Revision <p>Assessment:</p> <p>→ A level examination</p>
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All core knowledge stated in this overview is contained within the AQA GCSE specification found [here](#).

SUBJECT

YEAR



Cycle 1: Topic	Cycle 2: Topic	Cycle 3: Topic
<p>Core knowledge:</p> <ul style="list-style-type: none">••••• <p>Assessment:</p> <p>→</p> <p>Curriculum sequence:</p> <p>Links to National Curriculum:</p>	<p>Core knowledge:</p> <ul style="list-style-type: none">••••• <p>Assessment:</p> <p>→</p> <p>Curriculum sequence:</p> <p>Links to National Curriculum:</p>	<p>Core knowledge:</p> <ul style="list-style-type: none">••••• <p>Assessment:</p> <p>→</p> <p>Curriculum sequence:</p> <p>Links to National Curriculum:</p>

All core knowledge specified in this overview is contained within the ____ National Curriculum, subject to some sequencing changes.