



Golden Threads

- What are natural hazards and how do they impact human life?
- How does a country's economy influence its ability to develop and progress?
- How do coastal processes influence landforms and people along the coastline?
- What urban issues exist in LIC's, NEE's and HIC's and how are these addressed and managed?

Enrichment

Review and Evaluation

	Topics & Substantive Knowledge	Disciplinary Knowledge	Assessment	Misconceptions	Key Vocabulary	Knowledge Tracking
Term 1	<p>Natural Hazards – covering earthquakes, volcanoes, storms, floods, droughts, and wildfires. Students learn about their causes, distribution, impacts, and management strategies. Case studies provide real-world examples, while discussions on mitigation, adaptation, and vulnerability underscore proactive measures for risk reduction. Additionally, students explore how climate change and population trends may influence future hazard occurrences, ensuring they are equipped to understand and address these complex challenges</p> <p>The core knowledge and key facts of this topic are:</p> <ul style="list-style-type: none"> • What are hazards • Types of hazards • Tectonic hazards • Earthquakes – Chile and Nepal • Atmospheric hazards • Global Atmospheric Circulation • Tropical storms – including core case study Typhoon Haiyan 	<p>Students will gain and develop this knowledge through:</p> <ul style="list-style-type: none"> • Do now tasks based around core knowledge • Exam preparation • Extended writing opportunities • Cross-curricular skills e.g. maths • Class discussions and debates • Group work • Research opportunities • Analysis of information • Evaluation of case studies • Peer assessment • Fieldwork • Quizzes • Variety of sources to support learning e.g. videos, extracts 	<p>End of module test – 33 marks – exam questions from AQA GCSE paper and exampro including a range of questions</p>	<p>Students confuse the processes which take place on different plate boundaries and the names and key features of these. Students find it hard to conceptualise the global atmospheric circulation model due to its scale and depth. This is managed through the use of regular revisiting of core knowledge and key vocabulary to ensure students are applying theories to the correct examples. A range of lesson resources are used to help students visualise this knowledge due to the variety of ideas required.</p>	<p>Hazard (natural, tectonic, hydrological) Frequency Magnitude Risk Natural disaster Tectonic processes Plate boundaries Earthquakes Volcanoes Tropical storms Ring of fire Fault lines Epicentre Primary effects Secondary effects</p>	<p>This is carried out through regular formative (do now, questioning, book looks) and summative assessments (past paper questions, homework quizzes) during the lesson. Students complete weekly online homework quizzes which provide an overview of key misconceptions which can be addressed during the lessons or through further homework assignments. Book scrutinies are carried out during department time to explore the quality of books across the year group as well as feedback and offer staff development.</p>



	Topics & Substantive Knowledge	Disciplinary Knowledge	Assessment	Misconceptions	Key Vocabulary	Knowledge Tracking
Term 2	<p>Natural Hazards – covering earthquakes, volcanoes, storms, floods, droughts, and wildfires. Students learn about their causes, distribution, impacts, and management strategies. Case studies provide real-world examples, while discussions on mitigation, adaptation, and vulnerability underscore proactive measures for risk reduction. Additionally, students explore how climate change and population trends may influence future hazard occurrences, ensuring they are equipped to understand and address these complex challenges</p> <p>The core knowledge and key facts of this topic are:</p> <ul style="list-style-type: none"> • Extreme Weather in the UK – including case study on Somerset Level flooding • Beast from the East • Climate Change • Natural and human causes • Effects and impacts • Adaptation • Mitigation including international agreements case study Paris agreement, 2015 	<p>Students will gain and develop this knowledge through:</p> <ul style="list-style-type: none"> • Do now tasks based around core knowledge • Exam preparation • Extended writing opportunities • Cross-curricular skills e.g. maths • Class discussions and debates • Group work • Research opportunities • Analysis of information • Evaluation of case studies • Peer assessment • Fieldwork • Quizzes • Variety of sources to support learning e.g. videos, extracts 	<p>End of module test – 35 marks - exam questions from AQA GCSE paper and exampro including a range of questions</p>	<p>The main misconception is that climate change is only about global warming and not the opposite. Climate change is an irreversible process. When addressing climate change students believe that mitigation and adaptation are the same thing. Addressing these misconceptions involves providing clear explanations, definitions and revisiting these definitions and opportunities for critical thinking about the complexities of climate change and associated key concepts.</p>	<p>Climate change Extreme weather events Floods Droughts Mitigation Adaptation Preparedness Response Recovery Emergency management Vulnerability Resilience Economic Social Environmental</p>	<p>This is carried out through regular formative (do now, questioning, book looks) and summative assessments (past paper questions, homework quizzes) during the lesson. Students complete weekly online homework quizzes which provide an overview of key misconceptions which can be addressed during the lessons or through further homework assignments. Book scrutinies are carried out during department time to explore the quality of books across the year group as well as feedback and offer staff development.</p>



	Topics & Substantive Knowledge	Disciplinary Knowledge	Assessment	Misconceptions	Key Vocabulary	Knowledge Tracking
Term 3	<p>The changing economic world - focuses on key aspects of global economic development and disparities. Students explore topics such as economic sectors, globalization, trade, development indicators, and the impacts of economic change on different countries and regions. They examine the factors influencing patterns of development, including historical legacies, political structures, technological advancements, and environmental considerations. Case studies are used to illustrate concepts and provide insight into the challenges and opportunities faced by economies at various stages of development. Overall, the module aims to foster an understanding of the interconnectedness of economies worldwide and the complex factors shaping their trajectories of change.</p> <p>The core knowledge and key facts of this topic are:</p> <ul style="list-style-type: none"> • What is development • Measuring development • Uneven – causes and consequences • Urban growth through a case study: Nigeria a major NEE • Closing the development gap – Jamaica (case study) 	<p>Students will gain and develop this knowledge through:</p> <ul style="list-style-type: none"> • Do now tasks based around core knowledge • Exam preparation • Extended writing opportunities • Cross-curricular skills e.g. maths • Class discussions and debates • Group work • Research opportunities • Analysis of information • Evaluation of case studies • Peer assessment • Fieldwork • Quizzes • Variety of sources to support learning e.g. videos, extracts 	<p>9-mark exam question – trade or aid</p>	<p>Students associate economic growth of country with improved quality of life, however, social and political factors all need to be stable as well. Students misinterpret that poverty reduction is solely about increasing income rather than it requiring a multifaceted approach. This is managed through the careful sequencing of lessons to ensure students can separate the different features linked to poverty reduction and growth of countries around the world.</p>	<p>Economic development Social development Gross National Income (GNI) Formal economy Informal economy Multination corporation Transnational corporation Foreign direct investment Development gap Human development index Sustainable development Urbanisation Rural-urban migration Debt relief Quality of life</p>	<p>This is carried out through regular formative (do now, questioning, book looks) and summative assessments (past paper questions, homework quizzes) during the lesson. Students complete weekly online homework quizzes which provide an overview of key misconceptions which can be addressed during the lessons or through further homework assignments. Book scrutinies are carried out during department time to explore the quality of books across the year group as well as feedback and offer staff development.</p>



	Topics & Substantive Knowledge	Disciplinary Knowledge	Assessment	Misconceptions	Key Vocabulary	Knowledge Tracking
Term 4	<p>The changing economic world - focuses on key aspects of global economic development and disparities. Students explore topics such as economic sectors, globalization, trade, development indicators, and the impacts of economic change on different countries and regions. They examine the factors influencing patterns of development, including historical legacies, political structures, technological advancements, and environmental considerations. Case studies are used to illustrate concepts and provide insight into the challenges and opportunities faced by economies at various stages of development. Overall, the module aims to foster an understanding of the interconnectedness of economies worldwide and the complex factors shaping their trajectories of change.</p> <p>The core knowledge and key facts of this topic are:</p> <ul style="list-style-type: none"> • Changes in the UK economy • Post-industrial economy in the UK • Science and Business parks • Environmental impacts of industry – case study Tor Quarry, Somerset • Changing landscapes in the UK • Changing transport infrastructure – road, rail, air, ports • North South Divide • UK and its place in the wider world 	<p>Students will gain and develop this knowledge through:</p> <ul style="list-style-type: none"> • Do now tasks based around core knowledge • Exam preparation • Extended writing opportunities • Cross-curricular skills e.g. maths • Class discussions and debates • Group work • Research opportunities • Analysis of information • Evaluation of case studies • Peer assessment • Fieldwork • Quizzes • Variety of sources to support learning e.g. videos, extracts 	<p>End of module test – 30 marks - exam questions from AQA GCSE paper and exampro including a range of questions</p>	<p>Media creates a viewpoint that all multinational corporations exploit poorer countries and globalisation only benefits high income nations. This is addressed through the use of different company examples highlighting the impacts it has on varying places around the world.</p>	<p>Manufacturing Services Tourism Retail Economic sectors (primary, secondary, tertiary, quaternary and quinary) Economic policy Gross domestic product Employment rate Inflation Exchange rate North-south divide Devolution</p>	<p>This is carried out through regular formative (do now, questioning, book looks) and summative assessments (past paper questions, homework quizzes) during the lesson. Students complete weekly online homework quizzes which provide an overview of key misconceptions which can be addressed during the lessons or through further homework assignments. Book scrutinies are carried out during department time to explore the quality of books across the year group as well as feedback and offer staff development.</p>



	Topics & Substantive Knowledge	Disciplinary Knowledge	Assessment	Misconceptions	Key Vocabulary	Knowledge Tracking
Term 5	<p>Fieldwork and Coasts (as a part of UK landscapes) – explores the dynamic processes and landforms of coastal environments. Students learn about erosion, transportation, and deposition mechanisms shaping coastlines, including wave action, weathering, and longshore drift. They study coastal landforms such as cliffs, beaches, spits, and stacks, considering their formation and evolution. Additionally, human interactions with coastal environments, including management strategies to mitigate erosion, protect coastal communities, and conserve natural habitats, are examined. Through case studies and fieldwork, students gain a comprehensive understanding of the geological, ecological, and socio-economic dynamics of coastal regions, preparing them to analyse and address contemporary coastal management challenges.</p> <p>The core knowledge and key facts of this topic are: Fieldwork – Bristol Harbourside – data collection (preparation for paper 3)</p> <p>Coasts:</p> <ul style="list-style-type: none"> Coastal processes Weathering and mass movement Wave types and characteristics Erosion Transportation Deposition Coastal landforms – case study Swanage (landscape) Management – soft and hard engineering – case study Swanage 	<p>Students will gain and develop this knowledge through:</p> <ul style="list-style-type: none"> Do now tasks based around core knowledge Exam preparation Extended writing opportunities Cross-curricular skills e.g. maths Class discussions and debates Group work Research opportunities Analysis of information Evaluation of case studies Peer assessment Fieldwork Quizzes Variety of sources to support learning e.g. videos, extracts 	<p>Fieldwork past paper questions to apply data collection to exam style questions</p> <p>Coast – end of module test - 15 marks - exam questions from AQA GCSE paper and exampro including a range of questions</p>	<p>Students believe that beaches are permanent landforms and do not change over time. Once an area of coastline has been managed (normally through hard engineering) they no longer experience problems in relation to erosion. This is managed through the use of sources and photographs which show the change in a coastal setting over time. Interviews and personal accounts are used to highlight the impacts erosion can have on coastal communities.</p>	<p>Erosion Deposition Transportation Longshore drift Headland Bay Wave-cut platform Stack Spit Sand dune Marram grass Beach Cove Hard engineering Soft engineering Managed retreat Sea wall Groynes Rock revetments Beach nourishment Intertidal zone Sub-aerial process Coastal zone management</p>	<p>This is carried out through regular formative (do now, questioning, book looks) and summative assessments (past paper questions, homework quizzes) during the lesson. Students complete weekly online homework quizzes which provide an overview of key misconceptions which can be addressed during the lessons or through further homework assignments. Book scrutinies are carried out during department time to explore the quality of books across the year group as well as feedback and offer staff development.</p>



	Topics & Substantive Knowledge	Disciplinary Knowledge	Assessment	Misconceptions	Key Vocabulary	Knowledge Tracking
Term 6	<p>Urban Issues and challenges - delves into the complexities of urbanisation and its associated problems. Students explore topics such as urban growth, migration, housing, transportation, and environmental sustainability in the context of rapidly expanding cities worldwide. They investigate the social, economic, and environmental challenges faced by urban areas, including poverty, inequality, pollution, and inadequate infrastructure. Furthermore, students examine strategies for urban planning, regeneration, and sustainable development aimed at addressing these issues and improving quality of life in urban environments.</p> <p>The core knowledge and key facts of this topic are:</p> <ul style="list-style-type: none"> • Global urbanisation trends • Megacities • Rio de Janeiro as a case study to cover opportunities and challenges, management of the growth of squatter settlements, planning for improving quality of life in Favelas • Urban change in the UK • Bristol – case study to cover opportunities and challenges of an urban area in the UK • Urban change in the UK – Bristol • Social inequalities – Bristol • Sustainable cities – Freiburg and Curitiba case studies 	<p>Students will gain and develop this knowledge through:</p> <ul style="list-style-type: none"> • Do now tasks based around core knowledge • Exam preparation • Extended writing opportunities • Cross-curricular skills e.g. maths • Class discussions and debates • Group work • Research opportunities • Analysis of information • Evaluation of case studies • Peer assessment • Fieldwork • Quizzes • Variety of sources to support learning e.g. videos, extracts 	<p>End of module – 30 marks – exam questions from AQA GCSE paper and exampro including a range of questions</p>	<p>Key misconceptions include the idea that all cities have the same features based on their economic status and informal settlements are temporary with people choosing to live in these areas. Addressing these misconceptions involves a nuanced understanding of urbanisation, its challenges and the interconnected nature of urban systems. The Rio case study is crucial to balancing these concepts and ideas.</p>	<p>Urbanisation Rural-urban migration Megacity Megalopolis Urban sprawl Informal settlements Social inequality Gentrification Crime Unemployment Informal economy Sustainable development Upgrading programmes Education Healthcare Favelas</p>	<p>This is carried out through regular formative (do now, questioning, book looks) and summative assessments (past paper questions, homework quizzes) during the lesson. Students complete weekly online homework quizzes which provide an overview of key misconceptions which can be addressed during the lessons or through further homework assignments. Book scrutinies are carried out during department time to explore the quality of books across the year group as well as feedback and offer staff development.</p>