

## Class - Navigator Curriculum - Geography/4 Lessons weekly

Year	2025 – 2026 Autumn 1 Unit 1	2025 – 2026 Autumn 2 Unit 2	2025 – 2026 Spring 1 Unit 3	2025 – 2026 Spring 2 Unit 4	2025 – 2026 Summer 1 Unit 5	2025 – 2026 Summer 2 Unit 6
<b>Year 10 (8035)</b>  <b>Paper 1</b> <b>Living with the physical environment</b>  <b>Paper 2</b> <b>Challenges in the human environment</b>	<b>Topic: Section C Physical landscapes in the UK – 9 UK landscapes, 10 Coastal landscapes.</b>  <b>Key questions:</b>  <b>Key skills and knowledge:</b> <b>9 UK landscapes.</b> 9.1 The UK's diverse landscapes. <ul style="list-style-type: none"> <li>• understand the meaning of 'relief'</li> <li>• identify land height, mountains, and other important relief features</li> <li>• locate and name the UK's major uplands and lowlands</li> <li>• locate the UK's major rivers and describe a river's course</li> </ul>	<b>Topic: Section C Physical landscapes in the UK – 11 River landscapes, 12 Glacial landscapes.</b>  <b>Key Questions:</b>  <b>Key skills and knowledge:</b> <b>11 River landscapes.</b> 11.1 Changes in rivers and their valleys. <ul style="list-style-type: none"> <li>• understand the components of the drainage basin and their connections</li> <li>• describe the long profile of a river and its graphical representation</li> <li>• describe and explain how a river channel and its</li> </ul>	<b>Topic: Section A Urban issues and challenges – 13 The urban world.</b>  <b>Key Questions:</b>  <b>Key skills and knowledge:</b> <b>13 The urban world.</b> 13.1 An increasingly urban world. <ul style="list-style-type: none"> <li>• explain what is meant by urbanisation</li> <li>• give reasons why urbanisation is occurring</li> <li>• describe how rates of urbanisation vary between countries at different levels of economic development.</li> </ul> 13.2 Factors affecting the rate of urbanisation.	<b>Topic: Geographical applications – 23 Issues evaluation, 24 Fieldwork, 25 Geographical skills.</b>  <b>Key Questions:</b>  <b>Key skills and knowledge:</b> <b>23 Issues evaluation.</b> 23.1 How to answer issue evaluation paper.  <b>24 Fieldwork.</b> Field work and 6 stages of enquiry. - Strand 1 Developing questions for your enquiry. - Strand 2 Selecting, measuring and recording data. - Strand 3 Processing and	<b>Topic: Section A Urban issues and challenges – 14 Urban change in the UK, 15 Sustainable urban developments.</b>  <b>Key Questions:</b>  <b>Key skills and knowledge:</b> <b>14 Urban change in the UK.</b> 14.1 Where do people live in the UK? <ul style="list-style-type: none"> <li>• describe how the UK's population has changed since 1951</li> <li>• describe and give reasons for the distribution of the UK's population</li> <li>• identify the UK's major cities, and explain the reasons for their development</li> <li>• explain how the distribution of</li> </ul>	<b>Topic: Section B The changing economic world - 16 The development gap.</b>  <b>Key Questions:</b>  <b>Key skills and knowledge:</b> <b>16 The development gap.</b> 16.1 Our unequal world. <ul style="list-style-type: none"> <li>• describe the factors affecting a country's level and speed of development</li> <li>• understand how Gross National Income (GNI) can be used to describe economic development</li> <li>• understand how Human Development Index (HDI) is calculated and how it</li> </ul>

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<ul style="list-style-type: none"> <li>• understand and use compass point directions in the interpretation of an atlas map</li> <li>• compare locations and relief in association with photos</li> <li>• consider the effectiveness of height category colours</li> </ul> <p><b>10 Coastal landscapes.</b></p> <p>10.1 Wave types and their characteristics.</p> <ul style="list-style-type: none"> <li>• understand the formation of waves (wind and tectonic activity)</li> <li>• describe the sequence of events resulting in the breaking of waves</li> <li>• compare the formation and characteristics of constructive and destructive waves.</li> </ul> <p>10.2 Weathering and mass movement.</p> <ul style="list-style-type: none"> <li>• understand the processes of weathering (mechanical, chemical, and biological)</li> </ul>	<p>valley changes downstream.</p> <p>11.2 Fluvial (river) processes.</p> <ul style="list-style-type: none"> <li>• understand the difference between vertical and lateral erosion</li> <li>• describe the processes of erosion operating in rivers</li> <li>• understand the processes of sediment transportation in rivers</li> <li>• explain why deposition occurs when the velocity of a river decreases.</li> </ul> <p>11.3 River erosion landforms.</p> <ul style="list-style-type: none"> <li>• understand that distinctive fluvial landforms are associated with processes of erosion and deposition</li> <li>• describe the characteristics of interlocking spurs, waterfalls, and gorges</li> </ul>	<ul style="list-style-type: none"> <li>• explain how rural–urban migration and natural increase are leading to greater proportions of people living in urban areas</li> <li>• identify a range of reasons why people move from rural to urban areas and be able to classify these into push and pull factors</li> <li>• understand what is meant by a megacity</li> <li>• describe how the global distribution of megacities has changed over time.</li> </ul> <p>13.3 Introducing Rio de Janeiro.</p> <ul style="list-style-type: none"> <li>• describe the location of Rio de Janeiro</li> <li>• explain why Rio de Janeiro is important regionally, nationally, and internationally</li> <li>• describe how the population of Rio de Janeiro has changed over time</li> <li>• explain how international migration and natural increase have caused Rio de</li> </ul>	<p>presenting fieldwork data.</p> <ul style="list-style-type: none"> <li>- Strand 4 Analysing fieldwork data.</li> <li>- Strand 5 Reaching conclusions.</li> <li>- Strand 6 Evaluating your geographical enquiry.</li> <li>- How to approach skills based questions.</li> </ul> <p><b>25 Geographical skills.</b></p> <ul style="list-style-type: none"> <li>- Cartographic skills.</li> <li>- Graphical skills.</li> <li>- Statistical skills.</li> </ul>	<p>population in the UK might change in the future.</p> <p>14.2 Introducing Bristol.</p> <ul style="list-style-type: none"> <li>• describe the location of Bristol</li> <li>• explain why Bristol is an important city in the UK and the wider world</li> <li>• describe some of the positive and negative impacts of migration on the character of Bristol.</li> </ul> <p>14.3 How can urban change create opportunities? (1).</p> <ul style="list-style-type: none"> <li>• give reasons why Bristol can provide a diverse range of social opportunities</li> <li>• describe and give examples of some of the cultural opportunities available in Bristol</li> <li>• describe and give examples of some of the recreation and entertainment opportunities in Bristol.</li> </ul> <p>14.4 How can urban change create opportunities? (2).</p>	<p>can be used to describe social development</p> <ul style="list-style-type: none"> <li>• explain why quality of life is hard to measure.</li> </ul> <p>16.2 Measuring development.</p> <ul style="list-style-type: none"> <li>• understand the difference between economic and social measures</li> <li>• identify a selection of economic and social measures</li> <li>• describe patterns of development using a scattergraph</li> <li>• understand the usefulness and limitations of economic and social measures</li> <li>• explain why it is hard to measure people's quality of life objectively.</li> </ul> <p>16.3 The Demographic Transition Model.</p> <ul style="list-style-type: none"> <li>• identify the characteristics of the DTM</li> <li>• explain the links between stages of the DTM and economic development</li> <li>• identify examples of countries that</li> </ul>
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<ul style="list-style-type: none"> <li>• describe the sequence of events involved in freeze-thaw (mechanical) weathering</li> <li>• describe the processes of mass movement (sliding, slumping and rockfalls)</li> <li>• understand the role of weathering and mass movement in the coastal system.</li> </ul> <p>10.3 Coastal processes.</p> <ul style="list-style-type: none"> <li>• describe the processes of erosion operating at the coast</li> <li>• understand the mechanisms of sediment transportation at the coast</li> <li>• describe the process of longshore drift</li> <li>• explain why deposition occurs in sheltered coastal areas such as bays.</li> </ul> <p>10.4 Coastal erosion landforms.</p> <ul style="list-style-type: none"> <li>• understand the roles of geological structure and rock type in the</li> </ul>	<ul style="list-style-type: none"> <li>• explain the formation of interlocking spurs, waterfalls, and gorges.</li> </ul> <p>11.4 River erosion and deposition landforms.</p> <ul style="list-style-type: none"> <li>• describe the characteristics and explain the formation of meanders</li> <li>• describe the sequence of events leading to the formation of ox-bow lakes</li> <li>• explain the formation of levées, floodplains and estuaries</li> <li>• assess the role of flooding in the formation of river deposition landforms.</li> </ul> <p>11.5 River landforms on the River Tees.</p> <ul style="list-style-type: none"> <li>• describe the location and course of the River Tees</li> <li>• draw a sketch from a photo</li> </ul>	<p>Janeiro's population to increase.</p> <p>13.4 Social opportunities in Rio.</p> <ul style="list-style-type: none"> <li>• explain how urban growth has created social opportunities in Rio de Janeiro</li> <li>• describe how Rio de Janeiro's social opportunities compare to other parts of Brazil</li> <li>• describe the health, education, water and energy provision in Rio de Janeiro.</li> </ul> <p>13.5 Economic opportunities in Rio.</p> <ul style="list-style-type: none"> <li>• explain how urban growth and economic development have created economic opportunities in Rio de Janeiro</li> <li>• give reasons for why industry has been attracted to Rio de Janeiro</li> <li>• give examples of industries in Rio de Janeiro</li> <li>• explain how industrial areas have</li> </ul>	<ul style="list-style-type: none"> <li>• describe the changes in Bristol's industry and employment structure</li> <li>• explain why high-tech industries have developed in Bristol</li> <li>• give examples of businesses that are in Bristol.</li> </ul> <p>14.5 How can urban change create opportunities? (3).</p> <ul style="list-style-type: none"> <li>• explain what is meant by 'integrated transport system' and 'urban greening'</li> <li>• describe Bristol's integrated transport system</li> <li>• describe and give examples of some of the urban greening initiatives in Bristol.</li> </ul> <p>14.6 Urban change – challenges (1).</p> <ul style="list-style-type: none"> <li>• explain what is meant by 'urban deprivation'</li> <li>• describe some of the economic, social and environmental characteristics of urban deprivation</li> </ul>	<p>represent different stages of the DTM.</p> <p>16.4 Changing population structures.</p> <ul style="list-style-type: none"> <li>• describe the characteristic shapes of population pyramids</li> <li>• interpret population pyramids to understand trends in a country's population</li> <li>• compare the population pyramids of two countries with different levels of development (Mexico and Japan)</li> <li>• use appropriate data to construct a population pyramid.</li> </ul> <p>16.5 Causes of uneven development.</p> <ul style="list-style-type: none"> <li>• describe and explain the physical factors affecting development</li> <li>• explain why global trade and a dependence on a limited range of primary products can affect the rate of development</li> <li>• suggest how colonialism has hindered economic</li> </ul>
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<p>formation of coastal erosion landforms</p> <ul style="list-style-type: none"> <li>• describe the formation of headlands and bays</li> <li>• describe the formation of cliffs and explain how coastal erosion processes form wave-cut platforms</li> <li>• describe the sequence of events in the formation of caves, arches, and stacks.</li> </ul> <p>10.5 Coastal deposition landforms.</p> <ul style="list-style-type: none"> <li>• explain the formation of beaches</li> <li>• describe the sequence of events in the formation of sand dunes</li> <li>• understand the role of longshore drift in the formation of spits</li> <li>• explain the formation of bars.</li> </ul> <p>10.6 Coastal landforms at Swanage.</p> <ul style="list-style-type: none"> <li>• understand the role of rock type and geological structure</li> </ul>	<p>adding labels to identify and describe landforms of erosion</p> <ul style="list-style-type: none"> <li>• use photos to describe the characteristics of river landforms on the River Tees</li> <li>• explain the formation of river landforms on the River Tees.</li> </ul> <p>11.5 Photos and OS maps.</p> <ul style="list-style-type: none"> <li>• demonstrate accurate use of grid references, direction and distance</li> <li>• use and understand contours</li> <li>• identify and describe physical landforms on photos and an OS map</li> <li>• use a key to identify symbols such as land use on an OS map</li> </ul>	<p>stimulated economic development.</p> <p>13.6 Managing the challenges of urban growth.</p> <ul style="list-style-type: none"> <li>• understand why many people live in slums and squatter settlements in Rio de Janeiro</li> <li>• explain the difference between slums and squatter settlements</li> <li>• describe the three different types of squatter settlement in Rio de Janeiro: <i>loteamentos</i>, <i>invasões</i> and <i>favelas</i></li> <li>• describe some of the challenges of living in favelas related to construction, services, unemployment, crime, and health.</li> </ul> <p>13.7 Managing water, sanitation and energy.</p> <ul style="list-style-type: none"> <li>• understand why it is difficult to provide basic services in Rio de Janeiro</li> <li>• describe the challenges related to</li> </ul>	<ul style="list-style-type: none"> <li>• describe the inequalities in housing, education, health and employment in Bristol.</li> </ul> <p>14.7 Graphs and statistical skills.</p> <ul style="list-style-type: none"> <li>• use and interpret ground photos</li> <li>• use pie charts and bar charts to present data</li> <li>• interpret and extract information from pie charts and bar charts</li> <li>• evaluate the usefulness of ground photos to show social inequalities</li> <li>• evaluate the usefulness of housing tenure and type to measure social inequality.</li> </ul> <p>14.8 Urban change – challenges (2).</p> <ul style="list-style-type: none"> <li>• explain the reasons for dereliction in Bristol’s city centre and inner-city areas</li> <li>• explain the terms ‘brownfield site’ and ‘greenfield site’</li> <li>• describe the advantages and</li> </ul>	<p>development in some parts of the world.</p> <p>16.6 Uneven development – wealth and health.</p> <ul style="list-style-type: none"> <li>• describe the causes and explain the effects of global inequalities of wealth</li> <li>• understand the connection between levels of development and health</li> <li>• describe global patterns of malaria.</li> </ul> <p>16.7 Uneven development – international migration.</p> <ul style="list-style-type: none"> <li>• describe the characteristics of different types of migrant</li> <li>• explain why economic migrants have been attracted to the UK</li> <li>• describe and explain recent international migration from Syria</li> <li>• Explain how uneven development leads to international migration.</li> </ul> <p>16.8 Reducing the development gap.</p> <ul style="list-style-type: none"> <li>• describe how countries and TNCs invest in LICs</li> </ul>
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<p>in the formation of coastal landforms</p> <ul style="list-style-type: none"> <li>• describe landforms of coastal deposition</li> <li>• explain the formation of coastal landforms, such as the beach in Swanage Bay and sand dunes at Studland.</li> </ul> <p>10.7 Photos and OS maps.</p> <ul style="list-style-type: none"> <li>• demonstrate accurate use of grid references, direction, and distance</li> <li>• identify and describe physical landforms on photos and an OS map</li> <li>• use a key to identify symbols used on an OS map</li> <li>• draw and label a sketch map from an OS map</li> <li>• use a map in association with an aerial photo to identify and describe coastal landforms</li> <li>• understand the formation of a stack</li> </ul>	<ul style="list-style-type: none"> <li>• draw and label a sketch map from an OS map</li> <li>• use a map in association with an aerial photo to identify and describe river landforms</li> <li>• suggest how meanders may change shape due to river processes</li> <li>• evaluate the use of OS maps and aerial photos when studying river landforms.</li> </ul> <p>11.6 Physical and human factors affecting flood risk.</p> <ul style="list-style-type: none"> <li>• understand the causes of river flooding in the UK</li> <li>• explain how physical and human factors can increase the risk of flooding</li> <li>• identify and describe the components of a hydrograph</li> </ul>	<p>the provision of water, sanitation and energy in Rio de Janeiro.</p> <p>13.8 Social challenges – access to health and education.</p> <ul style="list-style-type: none"> <li>• understand why it is difficult to provide health care and education in Rio de Janeiro</li> <li>• describe the challenges related to health care and education in Rio de Janeiro.</li> </ul> <p>13.9 Challenges of social and environmental issues.</p> <ul style="list-style-type: none"> <li>• explain why there are high rates of unemployment and crime in Rio de Janeiro</li> <li>• describe the challenges related to unemployment and crime in Rio de Janeiro</li> <li>• describe some of the environmental issues facing Rio De Janeiro related to waste, water pollution, traffic</li> </ul>	<p>disadvantages of developing brownfield and greenfield sites</p> <ul style="list-style-type: none"> <li>• explain why there are waste disposal issues in Bristol</li> <li>• describe ways in which Bristol is managing waste disposal.</li> </ul> <p>14.9 Urban change – challenges (3).</p> <ul style="list-style-type: none"> <li>• explain why urban sprawl is occurring in Bristol</li> <li>• give examples of the types of developments that are occurring on the rural–urban fringe</li> <li>• describe some of the economic, social, and environmental impacts of development on the rural–urban fringe</li> <li>• outline what is being done in Bristol to reduce urban sprawl</li> <li>• explain why commuter settlements have developed.</li> </ul>	<ul style="list-style-type: none"> <li>• understand how investment can reduce the development gap</li> <li>• understand how industrial development can reduce the development gap</li> <li>• explain how tourism can help to reduce the development gap.</li> </ul> <p>16.9 Reducing the gap – aid and intermediate technology.</p> <ul style="list-style-type: none"> <li>• describe the different types of international aid</li> <li>• understand how international aid can help to reduce the development gap</li> <li>• understand the meaning of intermediate technology</li> <li>• explain how intermediate technology can help to reduce the development gap.</li> </ul> <p>16.10 Reducing the gap – fair trade.</p> <ul style="list-style-type: none"> <li>• explain how countries use tariffs and quotas to protect trade</li> </ul>
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	<p>in the context of Old Harry (photo C)</p> <ul style="list-style-type: none"> <li>• evaluate the influence of rock type on the formation of coastal landforms</li> <li>• consider the management issues at Studland</li> <li>• evaluate the use of OS maps and aerial photos when studying coastal landforms.</li> </ul> <p>10.8 Managing coasts – hard engineering.</p> <ul style="list-style-type: none"> <li>• understand the principles of costs and benefits in managing the coast</li> <li>• understand the three management strategies</li> <li>• describe the use of sea walls, rock armour, gabions and groynes in protecting the coastline and evaluate their advantages and disadvantages.</li> </ul> <p>10.9 Managing coasts – soft engineering.</p>	<ul style="list-style-type: none"> <li>• explain how rainfall and drainage basin characteristics affect hydrograph shape.</li> </ul> <p>11.7 Managing floods – hard engineering.</p> <ul style="list-style-type: none"> <li>• understand the principles of costs and benefits in managing floods</li> <li>• understand that both hard and soft engineering strategies can be used to reduce the risk of flooding</li> <li>• describe and explain the use of hard engineering strategies in reducing the risk of flooding and evaluate their advantages and disadvantages.</li> </ul> <p>11.8 Managing floods – soft engineering.</p> <ul style="list-style-type: none"> <li>• understand how soft engineering works with</li> </ul>	<p>congestion and air pollution.</p> <p>13.10 Planning for Rio's urban poor.</p> <ul style="list-style-type: none"> <li>• explain what is meant by quality of life</li> <li>• describe the economic, social, and environmental features of the Favela Bairro Project</li> <li>• evaluate the success of the Favela Bairro Project.</li> </ul> <p>13.11 Line chart and satellite image.</p> <ul style="list-style-type: none"> <li>• use a line chart to present data</li> <li>• calculate percentages</li> <li>• extrapolate trends</li> <li>• use direction, scale, and distance</li> <li>• use and interpret satellite images; evaluate the accuracy of estimating area using satellite images</li> <li>• evaluate the usefulness of extrapolating population data</li> <li>• describe patterns of urban sprawl.</li> </ul>		<p>14.10 Urban regeneration in Bristol (1).</p> <ul style="list-style-type: none"> <li>• explain what is meant by urban regeneration</li> <li>• describe the main features of the Temple Quarter and what it was like before regeneration</li> <li>• explain why Bristol's Temple Quarter needed regeneration.</li> </ul> <p>14.11 Urban regeneration in Bristol (2).</p> <ul style="list-style-type: none"> <li>• outline why the Temple Quarter was regenerated</li> <li>• describe the key aspects of the Temple Quarter regeneration project</li> <li>• describe some of the successes of the Temple Quarter regeneration project.</li> </ul> <p><b>15 Sustainable urban developments.</b></p> <p>15.1 Planning for urban sustainability.</p> <ul style="list-style-type: none"> <li>• explain what is meant by sustainability</li> </ul>	<ul style="list-style-type: none"> <li>• understand the principles of free trade</li> <li>• describe the advantages of poor countries in joining a trading group</li> <li>• explain how Fairtrade supports ordinary farmers in poor countries.</li> </ul> <p>16.11 Reducing the gap – debt relief and loans.</p> <ul style="list-style-type: none"> <li>• explain why many of the world's poorest countries face a debt crisis</li> <li>• describe the global distribution of highly indebted poor countries (HIPC)</li> <li>• describe the system of debt relief</li> <li>• explain how debt relief can reduced the development gap</li> <li>• evaluate the effectiveness of microfinance in reducing the development gap.</li> </ul> <p>16.12 Reducing the development gap – tourism.</p> <ul style="list-style-type: none"> <li>• outline the state of Jamaica's economy</li> </ul>
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<ul style="list-style-type: none"> <li>• describe the use of beach nourishment and reprofiling, and dune regeneration in protecting the coastline</li> <li>• evaluate the advantages and disadvantages (costs and benefits) of soft engineering strategies</li> <li>• consider the extent to which soft engineering strategies are sustainable.</li> </ul> <p>10.10 Managing coasts – managed retreat.</p> <ul style="list-style-type: none"> <li>• understand that managed retreat is considered to be a long-term sustainable approach of coastal management</li> <li>• understand that managed retreat (coastal realignment) is one of four approaches of coastal management adopted by Shoreline Management Plans (SMPs) in England and Wales</li> </ul>	<p>natural processes</p> <ul style="list-style-type: none"> <li>• describe how flood warnings and preparation can help to reduce the impact of flooding on people</li> <li>• understand how floodplain zoning reduces vulnerability and exposure to flooding</li> <li>• explain how planting trees and river restoration slows water transfer.</li> </ul> <p>11.9 Managing floods at Banbury.</p> <ul style="list-style-type: none"> <li>• understand the reasons for flood management at Banbury</li> <li>• describe and explain the hard and soft management strategies employed to reduce the risk of flooding</li> </ul>			<ul style="list-style-type: none"> <li>• describe some of the approaches to water conservation in cities</li> <li>• explain and give examples of how urban drainage can be made more sustainable</li> <li>• describe some strategies used by cities to conserve energy</li> <li>• understand types of waste that can be recycled, and methods used</li> <li>• explain how creating green spaces in urban areas makes them more sustainable.</li> </ul> <p>15.2 Sustainable traffic management strategies.</p> <ul style="list-style-type: none"> <li>• explain what is meant by traffic congestion</li> <li>• describe the effects of traffic congestion economically, socially, and environmentally</li> <li>• describe a variety of transport management methods and be able to classify these according to</li> </ul>	<ul style="list-style-type: none"> <li>• describe the tourist attractions in Jamaica</li> <li>• explain how tourism has helped to boost the economy and reduce the development gap</li> <li>• evaluate the advantages and disadvantages associated with developing the tourism industry.</li> </ul> <p>16.13 Atlas maps and graphs.</p> <ul style="list-style-type: none"> <li>• use and understand coordinates (latitude and longitude) in describing the location of Malawi on an atlas map</li> <li>• construct a line graph showing population change; calculate average annual percentage change in a population</li> <li>• construct an appropriate graph/chart to represent data on export products (e.g. pie chart or divided bar chart)</li> <li>• use and interpret a ground photo; suggest potential problems with</li> </ul>
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	<ul style="list-style-type: none"> <li>describe a managed retreat scheme and evaluate its advantages and disadvantages.</li> </ul> <p>10.11 Coastal management at Lyme Regis.</p> <ul style="list-style-type: none"> <li>understand the reasons for coastal management at Lyme Regis</li> <li>describe and explain the five management phases involving both hard and soft engineering</li> <li>evaluate the positive (successes) and negative (conflicts) outcomes associated with the management scheme.</li> </ul>	<ul style="list-style-type: none"> <li>evaluate the costs and benefits (social, economic and environmental) associated with the management scheme.</li> </ul> <p><b>12 Glacial landscapes.</b></p> <p>12.1 The role of ice in shaping the UK's landscape.</p> <ul style="list-style-type: none"> <li>describe the maximum extent of ice cover in the UK</li> <li>describe and explain the importance of freeze-thaw weathering</li> <li>outline the processes of glacial erosion and transportation</li> <li>explain why and where glacial deposition occurs.</li> </ul> <p>12.2 Glacial erosion landforms.</p> <ul style="list-style-type: none"> <li>describe the characteristics and explain the formation of high mountain landforms – corries, arêtes, and pyramidal peaks</li> </ul>			<p>whether they are 'carrot' or 'stick' measures</p> <ul style="list-style-type: none"> <li>describe the transport management methods used in Singapore and Beijing to reduce traffic congestion.</li> </ul>	<p>interpreting a single photo</p> <ul style="list-style-type: none"> <li>evaluate the usefulness of predicting population change.</li> </ul>
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		<ul style="list-style-type: none"> <li>• outline the characteristics and explain the formation of glacial valley landforms (truncated spurs, glacial troughs, ribbon lakes and hanging valleys)</li> <li>• use annotated diagrams to identify the characteristics and explain the formation of glacial erosion landforms.</li> </ul> <p>12.3 Glacial transportation and deposition landforms.</p> <ul style="list-style-type: none"> <li>• describe the different ways in which weathered and eroded rocks can be transported by glaciers</li> <li>• identify and describe the four types of moraine (ground, lateral, medial, and terminal)</li> <li>• describe and explain the formation of drumlins and erratics.</li> </ul> <p>12.4 Photos and OS maps.</p>				
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		<ul style="list-style-type: none"> <li>• demonstrate accurate use of grid references, direction, and use of the key</li> <li>• identify and describe physical landforms on photos and a 1:50 000 OS map</li> <li>• use an OS map in association with an aerial photo to describe glacial landforms</li> <li>• evaluate the use of OS maps and aerial photos when studying glacial landforms.</li> </ul> <p>12.5 Economic opportunities in glaciated upland areas.</p> <ul style="list-style-type: none"> <li>• describe how upland glaciated areas are well suited to tourism, farming, forestry, and quarrying</li> <li>• explain how these activities provide economic opportunities, providing income and employment for local people</li> <li>• suggest how economic</li> </ul>				
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**Curriculum intent (overview) – To deepen students’ skills and knowledge through a broad and balanced curriculum which prepares students for adulthood.**

		<p>developments in upland glaciated areas have the potential to cause social and environmental issues.</p> <p>12.6 Conflicts in glaciated upland areas.</p> <ul style="list-style-type: none"> <li>• outline how upland glaciated areas provide opportunities for development that can cause conflicts between different land uses</li> <li>• understand the conflicts arising from the development of wind farms</li> <li>• explain how conflicts can arise between development (e.g., zip-wires) and conservation.</li> </ul> <p>12.7 Managing tourism in the Lake District.</p> <ul style="list-style-type: none"> <li>• describe the physical, cultural, and historical attractions of the Lake District for tourism</li> </ul>				
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**Curriculum intent (overview) – To deepen students’ skills and knowledge through a broad and balanced curriculum which prepares students for adulthood.**

		<ul style="list-style-type: none"> <li>• explain why tourism can lead to social, economic, and environmental issues</li> <li>• evaluate the success of management schemes in minimising conflict between different land uses.</li> </ul>				
	<b>Assessment outcomes:</b>	<b>Assessment outcomes:</b>	<b>Assessment outcome:</b>	<b>Assessment outcome:</b>	<b>Assessment outcome:</b>	<b>Assessment outcome:</b>
	Practice exam question.	Practice exam question.	Practice exam question.	Practice exam question.	Practice exam question.	Revision sessions
						Mock test paper
Links to Gatsby Benchmarks:	<b>Gatsby Benchmark</b> 4. Linking curriculum learning to careers.  Students to consider what skills are needed to access the opportunities they are interested in.	<b>Gatsby Benchmark</b> 3. Addressing the needs of each pupil.  Students to consider what skills are needed to access the opportunities they are interested in.	<b>Gatsby Benchmark</b> 5. Encounters with employers and employees. Students to consider what skills are needed to access the opportunities they are interested in.	<b>Gatsby Benchmark</b> 3. Addressing the needs of each pupil.  Students to consider what skills are needed to access the opportunities they are interested in.	<b>Gatsby Benchmark</b> 6. Experiences of workplaces. Students to consider what skills are needed to access the opportunities they are interested in.	<b>Gatsby Benchmark</b> 4. Linking curriculum learning to careers.  Students to consider what skills are needed to access the opportunities they are interested in.