Newent Community School & Sixth Form Centre

| | Term 1: | Term 2: | Term 3: | Term 4: | Term 5: | Term 6: |
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| **Theme/Big Idea** | **River Landscapes** To help students understand how rivers shape landscapes and influence human activity. The big idea is that rivers are dynamic systems where physical processes create distinct landforms, and these environments present both opportunities and challenges that require careful management to reduce flooding and ensure sustainable use. | **Coastal Landscapes** To help students understand how coastal landscapes are shaped by a range of physical processes and human intervention. The big idea is that coasts are dynamic environments where erosion, deposition and weathering create distinctive landforms, and human management is needed to balance protection, use and sustainability. | **Urban Issues & Challenges (Part 1)** To help students understand how urbanisation is transforming the world and shaping cities. The big idea is that urban growth is driven by economic, social and technological factors, creating opportunities for development but also challenges that require sustainable planning and management. | **Urban Issues & Challenges (Part 2)** To help students understand how cities can be managed sustainably to improve quality of life. The big idea is that urban areas face social, economic and environmental challenges, and require sustainable planning and management strategies to create more liveable and resilient cities. | **Ecosystems** To help students understand how ecosystems are interconnected systems that support both natural processes and human life. The big idea is that ecosystems operate through complex interactions between living and non-living components, providing opportunities for people but also facing pressures that require sustainable management. | **The Changing Economic World (Part 1) & Fieldwork** To help students understand how economic development varies globally and is influenced by physical and human factors. The big idea is that countries develop at different rates due to a combination of geographical, economic and political influences, creating inequalities that require strategies to promote sustainable development. |
| **Content** What are they learning? (including keywords) | 1. Drainage basins and the hydrological cycle, including key inputs, outputs and stores<br>2. River processes (erosion, transportation and deposition) and how they | 1. Coastal processes and the role of waves and coastal energy in shaping coastlines<br>2. Erosional and depositional landforms and how they are formed by coastal processes | 1. Global patterns of urbanisation and the growth of megacities<br>2. The causes and impacts of rapid urban growth in LICs and NEEs<br>3. Opportunities and challenges in a major city (e.g. Rio de Janeiro) | 1. Urban change in the UK, including population movements and economic shifts<br>2. A UK city case study (e.g. Bristol) and its regional, national and global importance | 1. Global ecosystems and biome distribution, including the factors that influence where different biomes are found<br>2. Characteristics of tropical rainforests | 1. Measuring development using economic and social indicators, including comparisons between countries<br>2. The causes of uneven development, |

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| | shape river landscapes<br>3. Landforms of the upper, middle and lower course and how rivers change downstream<br>4. Flooding, including hydrographs, causes of flooding and their impacts on people and environments<br>5. River management strategies, including hard and soft engineering, supported by a UK river case study<br><br>**Keywords:** drainage basin, watershed, meander, oxbow lake, floodplain, hydrograph, erosion, deposition, discharge | 3. The causes of coastal erosion and its impacts on people and environments<br>4. Coastal management strategies, including hard and soft engineering approaches<br>5. Sustainable coastal management, supported by a coastal case study (Lyme Regis)<br><br>**Keywords:** longshore drift, hydraulic action, abrasion, headland, bay, spit, groyne, sea wall, managed retreat | 4. Social, economic and environmental issues in urban areas, including inequality<br>5. Urban change and management, including favela growth and strategies to improve quality of life<br><br>**Keywords:** urbanisation, megacity, favela, migration, deprivation, infrastructure, inequality | 3. Urban regeneration and strategies to improve urban areas<br>4. Sustainable urban living, including transport and urban greening<br>5. Managing urban resources, including waste and water, to create sustainable cities<br><br>**Keywords:** regeneration, brownfield, greenfield, sustainability, urban greening, integrated transport, redevelopment | (Malaysia) and hot deserts, including climate, soils, vegetation and biodiversity<br>3. Interdependence within ecosystems and how plants, animals, climate and soils are linked<br>4. Environmental challenges, including deforestation in tropical rainforests and desertification, and their causes and impacts<br>5. Sustainable management of ecosystems, including rainforest management (Malaysia) and desert management (e.g. Thar Desert case study)<br><br>**Keywords:** ecosystem, nutrient cycle, biodiversity, deforestation, desertification, sustainability, adaptation, biome | including historical, economic and environmental factors<br>3. The consequences of uneven development for people, economies and environments<br>4. Strategies to reduce the development gap, including a case study of Nigeria and links to the UK economy<br>5. Fieldwork skills, including data collection, presentation and analysis through a river investigation (e.g. Carding Mill Valley)<br><br>**Keywords:** development, HDI, GNI, quality of life, TNC, industrial structure, aid, investment, development gap |
| **Skills** | • Map interpretation<br>• Photograph analysis | • Map and GIS analysis<br>• Annotated | • Data interpretation<br>• Analysing urban statistics | • Evaluating sustainability strategies | • Interpreting ecosystem diagrams<br>• Analysing | • Interpreting development indicators |

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| How are they learning it? | • Hydrograph interpretation<br>• Data presentation<br>• Extended exam responses<br>• Fieldwork preparation | diagrams<br>• Photograph interpretation<br>• Evaluating management schemes<br>• Exam-style decision making | • Comparing cities<br>• Case study application<br>• Exam practice using command words | • Interpreting urban land-use maps<br>• Decision-making exercises<br>• Extended writing and judgement questions | geographical data<br>• Evaluating management strategies<br>• Comparative analysis<br>• Application of case studies | • Data analysis<br>• Fieldwork data collection<br>• Statistical analysis<br>• Graph construction and evaluation<br>• GCSE fieldwork enquiry skills |
| **Key Questions** | How do rivers shape the landscape?<br>Why do rivers flood?<br>How do physical and human factors influence river systems? | How are coastlines shaped?<br>What are the costs and benefits of different management strategies? | Why is urbanisation increasing globally?<br>What opportunities and challenges does urban growth create?<br>How is Rio managing urban growth? | How has Bristol changed over time?<br>What makes a successful urban regeneration project?<br>How can cities become more sustainable? | Why are ecosystems important?<br>How do tropical rainforests and deserts function?<br>Why are these ecosystems under threat?<br>How can they be managed sustainably? | Why are some countries more developed than others?<br>How is Nigeria changing?<br>What can fieldwork tell us about river processes? |
| **Assessment** (specific assessed piece(s); milestone(s)) | Mid-term: To what extent do the features of the River Tees follow the Bradshaw Model (associated with a river's course from its source (upstream) to its mouth (downstream). (6marks)<br><br>Summative test; practice AQA exam Qs/15 | Mid-term: What is a spit and how has it been formed at Hurst Castle? (6 marks)<br><br>Summative test; practice AQA exam Qs/15 | Mid-term: Discuss the importance of industrial areas in stimulating economic development in a named LIC/NEE city (6 marks)<br><br>Summative test; practice Qs AQA exam Qs | Mid-term: Evaluate the impact of urban sprawl on the rural-urban fringe of a major city (6 marks) | Mid-term: assess the impacts of deforestation on the water, nutrient and carbon cycles in tropical rainforests (9 marks)<br><br>End of Year Exam | Mid-term: write up of fieldtrip –To what extent does the Ashbrooke River fit the Bradshaw Model?<br><br>Summative test on Economic World so far. |