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** | **Earthquakes & Plate Tectonics**<br>To help students understand how the Earth's structure and tectonic processes shape landscapes and influence human lives. The big idea is that the Earth's surface is dynamic, with tectonic processes constantly creating and changing landscapes, impacting how people live and interact with the environment. | **Volcanoes & Tropical Storms**<br>To help students understand how natural hazards create risks and opportunities for people living in vulnerable regions. The big idea is that natural hazards are powerful events that can threaten lives and livelihoods, but also create opportunities for development and adaptation. | **Development**<br>To help students understand how development varies globally and affects people's opportunities and quality of life. The big idea is that levels of development differ between and within countries, shaping people's access to resources, opportunities, and overall well-being. | **Globalisation**<br>To help students understand how the world is increasingly interconnected through economic, social and technological processes. The big idea is that globalisation links people and places together, shaping economies, cultures and societies across the world. | **South America**<br>To help students understand how South America is shaped by a range of physical and human processes. The big idea is that South America is a diverse continent where landscapes, climates, cultures and economies are influenced by the interaction of natural features and human activity. | **Brazil**<br>To help students understand how Brazil, as an emerging economy, is shaped by development, urbanisation and the management of the Amazon rainforest. The big idea is that Brazil's growth brings opportunities for economic development, but also creates challenges in balancing urban expansion and the sustainable use of the rainforest. |
| **Content**<br>What are they learning?<br><br>(including keywords) | 1. The structure of the Earth and continental drift<br>2. Plate boundaries and the movement of tectonic plates<br>3. The causes and processes of earthquakes<br>4. The impacts of earthquakes on people and places<br>5. Monitoring, prediction and | 1. Tectonic processes and plate movement<br>2. Volcano formation, hazards and the benefits of volcanic environments<br>3. Tropical storm formation, global distribution and the role of climate | 1. Measuring development using indicators such as GNI, birth rates and the Human Development Index<br>2. Quality of life and how development is experienced differently within and between countries | 1. Understanding globalisation and the growth of global trade networks<br>2. The role of transnational corporations (TNCs) and global supply chains in connecting the world<br>3. How migration and technology drive global | 1. The physical geography of South America, building on prior knowledge of continents from Africa (Y7) and Asia (Y8)<br>2. The formation and significance of major physical features, including the Andes Mountains | 1. The location and global importance of Brazil, building on prior knowledge of South America (KS3 → KS4 context)<br>2. Population distribution and urbanisation, including the growth and challenges of |

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| | living in tectonic hazard zones (including case studies)<br><br>**<u>Key words:</u>** tectonic plates, crust, mantle, core, convergent, divergent, transform, epicentre, focus, magnitude, risk, resilience | 4. The impacts of tectonic and atmospheric hazards, and how people respond<br>5. Hazard management, monitoring and strategies for reducing risk (including case studies)<br><br>**<u>Key words:</u>** magma, eruption, shield volcano, composite volcano, hurricane, cyclone, typhoon, storm surge, hazard, preparedness, mitigation | 3. The causes of uneven development, including economic, environmental and historical factors<br>4. The consequences of global inequality for people, economies and environments<br>5. Strategies to reduce the development gap, including aid, trade, debt relief and sustainable development<br><br>**<u>Key words:</u>** development, GDP, HDI, LIC, NEE, HIC, inequality, aid, trade, sustainability | interconnection and change<br>4. The social and cultural impacts of globalisation on people and places<br>5. Winners and losers of globalisation and its uneven impacts on countries and communities<br><br>**<u>Key words:</u>** globalisation, interdependence, TNC, migration, imports, exports, outsourcing, connectivity | and Amazon Basin<br>3. Climate zones, biomes and ecosystems, developing understanding of global patterns from earlier studies<br>4. Population distribution and how physical and human factors influence where people live<br>5. Environmental opportunities and challenges, including resource use, development and sustainability in a global context<br><br>**<u>Key words:</u>** biome, rainforest, biodiversity, Andes, Amazon, climate, resources, urbanisation | cities such as Rio de Janeiro<br>3. Brazil's economic development and its role as an emerging economy<br>4. The significance of the Amazon Rainforest and the causes and impacts of deforestation<br>5. Sustainability and conservation strategies to manage economic growth and protect the environment<br><br>**<u>Key words:</u>** favela, urbanisation, migration, development, rainforest, deforestation, sustainability, conservation |
| **Skills**<br>How are they learning it? | Interpreting tectonic maps; analysing earthquake data; GIS mapping; case-study analysis; decision-making activities | Hazard mapping; analysing satellite imagery; interpreting storm tracks; evaluating responses; comparative case studies | Interpreting development indicators; analysing graphs and maps; comparing countries; evaluating evidence | Mapping global connections; analysing trade and migration data; interpreting global patterns; debating perspectives | Atlas and map skills; climate graph interpretation; population distribution analysis; comparing regions | Case-study analysis; decision-making exercises; evaluating sustainability strategies; interpreting environmental data |
| **Key Questions** | Why do earthquakes occur? How do tectonic processes | Why do volcanoes and tropical storms occur? Why do | Why are some countries more developed than | How has globalisation changed the world? Who | What makes South America geographically | How is Brazil changing? Can economic growth and |

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| | shape the Earth? How can earthquake risks be managed? | people live in hazardous areas? How can impacts be reduced? | others? How can development be measured? Is development always positive? | benefits from globalisation? What are the challenges of an interconnected world? | unique? How do people and environments interact across the continent? | environmental protection coexist? What challenges does Brazil face in the future? |
| **Assessment** (specific assessed piece(s); milestone(s)) | Mid-term test including; "Plate boundaries are responsible for both destruction and creation." Discuss this statement using examples from at least two different boundary types. (6 marks)<br><br>How Well Did [INSERT YOUR PLACE] Mitigate Against the Earthquake in [INSERT DATE]? | Mid-term assessment; 'Divert the flow' DME<br><br>Summative test including: For either a volcanic eruption or tropical storm that you have studied, explain why people still live in this area despite the risks (6 marks) | Mid-term: Explain one cause of global uneven development.<br><br>Summative test including: Evaluate the pros and cons of giving aid to help countries develop (5) | Mid-term: Why is Rosa doing Annie's job?<br><br>Summative test including; Evaluate the success of Fairtrade in improving the lives of farmers. (4) | Mid-term: Why is South America's population unevenly distributed?<br><br>End of Year Exam | Mid-term: Who Killed Chico Mendes?<br><br>Summative test |