Year 11 Revision Schedule 2026

Subject/Course:	*Geography GCSE*

Tick off each spec point once you have revised and add in whether this is something you feel you need to spend more time on.

What to revise in order of topic

Topic	Paper	Spec Point	Revised?
4. UK Physical Landscapes	2	4.1: Geology and Past Processes in the UK's Physical Landscape	
		4.2: The Interaction of Physical and Human Processes in Creating Distinct UK Landscapes	
		4.3: Distinctive Coastal Landscapes and Geological Influence	
		4.4: The Impact of Human Activity on Coastal Landscapes	
		4.5: The Interaction of Human and Physical Processes on Coastlines	
		4.6: Distinctive River Landscapes and Their Characteristics	
		4.7: River Flooding and Management	
		4.8: The Influence of Humans on River Processes	
5. UK Human Landscapes		5.1: Population, Economic Activities, and Settlements in the Human Landscape	
		5.2: The UK Economy and Society's Global Links	
		5.3: The Context of London's Functions and Structure	
		5.4: How London Changes Through Employment, Services, and Migration	
		5.5: The Challenges and Opportunities of London's Changing City	
		5.6: Improving Quality of Life in London	
		5.7: London's Interdependence with Rural Areas	
		5.8: The Challenges and Opportunities of London's Changing Rural Area	
6. Fieldwork		Coastal Fieldwork Part 1	
		Coastal Fieldwork Part 2	
		Urban Fieldwork Part 1	
		Urban Fieldwork Part 2	

7. People and the Biosphere	3	7.1: Global Biomes and Climate Factors	
		7.2: The Biosphere's Role as a Life-Support System	
8. Forests under Threat		8.1: Tropical Rainforest Structure and Functioning	
		8.3: Threats to Tropical Rainforests	
		8.5: Conservation and Sustainable Management of Tropical Rainforests	
9. Energy		9.1: Energy Resources and Environmental Impacts	
		9.2: Uneven Access to Energy Resources	
		9.3: Global Oil Demand and Supply	
		9.4: Fossil Fuel Reliance and New Areas of Exploitation	
		9.5: Reducing Fossil Fuel Reliance and Technical Challenges	
		9.6: Changing Attitudes to Energy and the Environment	

Revision Schedule 2026 - Geography

What to revise and how:

Key knowledge/skills/questions	R	A	G	Revis	Suggested resources/revision activities/links
4.1: Geology and Past Processes in the UK's Physical Landscape • **I can describe** the role of geology, past tectonic activity, and glacial processes in shaping the UK's upland and lowland landscapes. • **I can explain** how glacial erosion and deposition have contributed to the formation of distinct physical landscapes. • **I understand** the characteristics and distribution of the UK's main rock types, including sedimentary rocks (chalk, carboniferous limestone, clay), igneous rocks (granite), and metamorphic rocks (schists, slates).					Use a map of the UK to identify and mark areas where key rock types are found (e.g., limestone in the Peak District, granite in Cornwall). Distribution of the UK's rock types - UK landscapes - Edexcel - GCSE Geography Revision - Edexcel - BBC Bitesize Create a table that outlines the following for each rock type: • Type of Rock • How It Is Made • Example • Where It Is Found in the UK • Rock types in the UK - UK landscapes - Edexcel - GCSE Geography Revision - Edexcel - BBC Bitesize Watch videos on time for geography e.g. Formation of U-shaped valleys (with kitchen geography) to understand the impact of glaciers on the UK landscape Glacial processes - shaping the land - How do glacial processes form the land? - Edexcel - GCSE Geography Revision - Edexcel - BBC Bitesize Glacial landforms created by erosion - How do glacial processes form the land? - Edexcel - GCSE Geography Revision - Edexcel - BBC Bitesize Glacial landforms created by deposition - How do glacial processes form the land? - Edexcel - GCSE Geography Revision - Edexcel - BBC Bitesize Past exam questions: 4.1.docx
4.2: The Interaction of Physical and Human Processes in Creating Distinct UK Landscapes • **I can describe** how distinctive upland, and lowland landscapes					Choose one upland and one lowland landscape in the UK. Write a brief description (10-15 minutes) of how weathering, river processes, or post-glacial activity has shaped them. Include one example of each physical process for both landscapes.

Key knowledge/skills/questions	R	A	G	Revis	Suggested resources/revision activities/links
result from the interaction of physical processes such as weathering, climatological factors, post-glacial activity, river processes, and slope processes. • **I can explain** how geomorphic processes such as freeze-thaw weathering, river erosion, and mass movement contribute to shaping these landscapes over time. • **I understand** how human activities such as agriculture, forestry, and settlement have influenced the development and modification of landscapes over time.					Create annotated diagrams showing how different forms of weathering (e.g., freeze-thaw, chemical, biological) work. Explain each form briefly and use examples of where they occur in the UK. Look at a photo of any UK rural landscape (e.g., farmland, village). Annotate the photo with ways in which humans have changed the landscape (e.g., farming, building roads, deforestation) and write a brief explanation (10 minutes) for each change. Past exam questions: 4.2.docx
Skills Development • **I can analyse** photographs of common glacial, fluvial, and coastal landscapes and features. • **I can use and interpret** simple geological cross-sections to show the relationship between geology and relief. • **I can locate** key physical features (uplands, lowland basins, rivers) on outline UK maps. • **I can recognise** physical and human geography features on 1:25,000 and 1:50,000 OS maps.					Look at a photograph of a glacial, fluvial, or coastal landscape. Identify key features (e.g., glacial valleys, river meanders, coastal cliffs) and describe how these features were formed. Examine a simple geological cross-section of a landscape. Identify the different rock layers and explain how geology affects the relief of the area (e.g., mountains formed by harder rocks, valleys by softer ones). Using an outline map of the UK, locate and mark key physical features such as uplands, lowland basins, and rivers. Label at least five physical features and describe their significance to the landscape. Look at a 1:25,000 or 1:50,000 OS map. Identify and mark physical (e.g., hills, rivers, cliffs) and human geography features (e.g., roads, settlements). 2. Lesson 1 - Coniston Lake District OS MAp.pdf 2. Lesson 1 - Bromley OS MAp.pdf
4.3: Distinctive Coastal Landscapes and Geological Influence					Draw a diagram of a coastline showing both concordant and discordant coastlines, and label the geological features such as joints, faults, and types of rock (hard and soft).

Key knowledge/skills/questions	R	A	G	Revis	Suggested resources/revision activities/links
• **I can describe** how geological structure (concordant and discordant coastlines, joints, and faults) and rock type (hard and soft rock) influence the formation of coastal landforms of erosion. • **I can explain** how erosional landforms such as headlands and bays, caves, arches, cliffs, stacks, and wave-cut platforms are created through geological interaction with physical processes. • **I understand** the role of UK climate factors, including seasonality, storm frequency, and prevailing winds, in shaping coastal landscapes through destructive wave action and sub-aerial processes (mass movement and weathering). • **I can evaluate** how sediment transportation (longshore drift) and deposition processes (constructive waves) influence the formation of depositional coastal landforms, including spits, beaches, and bars.					• Explain how each geological feature influences the formation of coastal landforms, such as headlands, bays, and cliffs. • Write a brief description of how the geological structure contributes to the erosion and shaping of the coastline. Draw a series of diagrams to show how erosional landforms like caves, arches, stacks, and wave-cut platforms are created through the interaction of geological structures and physical processes. • Label each landform and explain the processes involved in their formation (e.g., wave action, weathering, and erosion). • Discuss the role of geological features (such as faults and rock types) in accelerating or slowing down the erosion process. Research how UK climate factors, including seasonality, storm frequency, and prevailing winds, shape coastal landscapes. • Create a diagram illustrating how these factors contribute to destructive wave action and sub-aerial processes (like mass movement and weathering) on a specific UK coastline (e.g., Southwest England). • Write a short explanation of how these climate factors influence the rate and type of coastal erosion. Draw a diagram showing longshore drift, highlighting the movement of sediment along the coastline. • Explain how longshore drift and deposition processes form depositional landforms such as spits, beaches, and bars. • Discuss how constructive waves influence the accumulation of sediment and the formation of these features. Choose a coastal region in the UK and evaluate how both erosional and depositional processes have shaped its landscape. • Use maps, diagrams, or images to illustrate the key landforms (e.g., headlands, beaches, spits).

Key knowledge/skills/questions	R	A	G	Revis	Suggested resources/revision activities/links
					• Write an evaluation that links the region's geological structure, climate, and physical processes (like wave action) to the formation of these landforms. Past exam questions: 4.3.docx
4.4: The Impact of Human Activity on Coastal Landscapes • **I can describe** how human activities such as urban development, agriculture, industry, and coastal management have direct and indirect effects on coastal landscapes. • **I can explain** how physical processes such as erosion, transportation, and deposition interact with human interventions to shape coastal environments. • **I understand** the interaction of physical and human processes in causing change on one named coastal landscape, including the significance of its location. • **I can evaluate** the sustainability of human interventions and their long-term impact on coastal stability and biodiversity.					Pick a coastal area (e.g., Brighton or the Maldives) and create a comic strip showing how urban development, farming, and tourism impact the coastline. Add thought bubbles to show positive and negative effects. Draw a before-and-after picture of a coastline that's been altered by human activities (e.g., sea walls or urban development). Label the physical processes (erosion, deposition) and show how human actions have changed the landscape. Imagine you're an environmental consultant for a coastal town. Create a short report (or infographic) evaluating whether their coastal protection strategies (e.g., sea walls, beach nourishment) are sustainable for the future. Past exam questions: **none**
Skills Development • **I can calculate** mean rates of erosion using a multi-year dataset.					Using a multi-year dataset of coastal erosion rates (e.g., data from a local coastline), calculate the mean rate of erosion for each year and overall. Create a graph showing the changes in erosion over the years and explain the trends you observe.

Key knowledge/skills/questions	R	A	G	Revis	Suggested resources/revision activities/links
• **I can use BGS Geology maps (paper or online)** to link coastal landforms to geology. • **I can recognise** coastal landforms on 1:25000 and 1:50000 OS maps.					Choose a coastal area and use BGS Geology maps (BGS Geology Viewer (BETA)) to identify the different types of rock (e.g., hard rock, soft rock) in the region. • Link the geology to specific coastal landforms (e.g., cliffs, caves, stacks) and explain how the rock type influences the formation of these features. • Mark the geology and landforms on a map overlay. Use 1:25000 or 1:50000 OS maps to identify coastal landforms (e.g., headlands, bays, beaches) along a chosen coastline. 1 to 25000 Swanage.pdf 1 to 50000 Swanage.pdf • Highlight the features on the map and describe how they were formed. Identify additional landforms based on the map scale and shape.
4.5: The Interaction of Human and Physical Processes on Coastlines • **I can describe** why there are increasing risks from coastal flooding, including the consequences of climate change on marine erosion and deposition, the increased frequency of storms, and rising sea levels. • **I can explain** the threats coastal flooding poses to people and the environment, such as loss of habitats, property damage, and displacement of communities. • **I understand** the costs and benefits of different coastal management approaches, including hard engineering					Create a visual presentation (e.g., infographic or slide show) to describe the increasing risks of coastal flooding. • Highlight the impacts of climate change, such as **rising sea levels**, **more frequent storms**, and **increased marine erosion and deposition**. • Explain how these factors contribute to the growing risks of coastal flooding. Use case studies (e.g., Bangladesh, the UK's East Coast) to explain the threats of coastal flooding to people and the environment. • Discuss **habitat loss**, **property damage**, and the **displacement of communities**. • Create a table that compares the impacts on different coastal regions and explain why some are more vulnerable than others. Research and compare **hard engineering** (e.g., **groynes**, **sea walls**) and **soft engineering** (e.g., **beach replenishment**, **slope stabilisation**) approaches to coastal management. • Create a pros and cons list for each method, considering their effectiveness, costs, and environmental impacts. Evaluate more **sustainable** coastal management approaches such as **'do nothing'** and **'strategic realignment'** in the context of **Integrated Coastal Zone Management (ICZM)**.

Key knowledge/skills/questions	R	A	G	Revis	Suggested resources/revision activities/links
(groynes and sea walls) and soft engineering (beach replenishment and slope stabilisation). • **I can evaluate** more sustainable approaches such as 'do nothing' and 'strategic realignment' in the context of Integrated Coastal Zone Management (ICZM) and long-term planning.					• Create a diagram comparing the benefits and drawbacks of these approaches. Discuss how **long-term planning** and **ICZM** influence decisions regarding coastal areas vulnerable to flooding.
4.6: Distinctive River Landscapes and Their Characteristics • **I can describe** how river landscapes vary between the upper, middle, and lower courses of a river. • **I can explain** how channel shape (width, depth), valley profile, gradient, discharge, velocity, and sediment size and shape change along the course of a named UK river. • **I understand** how geomorphic processes interact to shape river landforms, including meanders, interlocking spurs, waterfalls, floodplains, levees, oxbow lakes, and deltas. • **I can explain** how erosion (hydraulic action, abrasion,					Create a cross-section diagram of a river, showing the upper, middle, and lower courses. • Label the characteristics of each course, such as **gradient**, **valley profile**, and **channel shape** (width, depth). • Explain how these characteristics change as you move from the source to the mouth of the river. Research a named UK river (e.g., River Thames, River Severn) and describe how **channel shape**, **discharge**, **velocity**, and **sediment size and shape** change along its course. • Use a graph to plot how **discharge** and **velocity** increase downstream. • Write a brief explanation about how these changes impact the river landscape. Draw a diagram showing key river landforms (e.g., **meanders**, **waterfalls**, **oxbow lakes**, **floodplains**). • Label each landform and describe the **erosion** and **deposition** processes that shape them. • Use a flowchart to show how processes like **hydraulic action**, **abrasion**, **attrition**, and **solution** contribute to these landforms. Use a storm hydrograph to show the relationship between **rainfall**, **discharge**, and **lag time**. • Discuss how **physical factors** such as **geology**, **soil type**, **slope**, and **drainage basin shape** influence the hydrograph. • Create a diagram comparing storm hydrographs for different drainage basins with varying physical conditions.

Key knowledge/skills/questions	R	A	G	Revis	Suggested resources/revision activities/links
attrition, and solution), transportation (traction, saltation, suspension, and solution), and deposition contribute to landform development. • **I understand** the influence of climate, geology, and slope processes on river landscapes and sediment load. • **I can explain** how storm hydrographs and lag times can be influenced by physical factors such as geology, soil type, slope, drainage basin shape, and antecedent conditions.					
Skills Development • **I can use 1:25000 and 1:50000 OS maps, and GIS** to investigate what is threatened by rapid erosion. • **I can conduct** a simple cost-benefit analysis to compare different coastal defence options. • **I can use 1:25000 and 1:50000 OS maps, and GIS** to analyse the impact of policy decisions on coastal areas.					Use **1:25000 and 1:50000 OS maps** or GIS to investigate areas at risk from rapid coastal erosion. • Identify features that could be threatened by erosion (e.g., homes, roads, natural habitats). • Mark these features on a map and explain why they are vulnerable to erosion. • Discuss how the scale of the map helps in identifying the extent of the threat. Select two different coastal defence options (e.g., **sea walls** vs. **beach nourishment**) and conduct a simple cost-benefit analysis. • Compare the **costs** (e.g., financial, environmental) and **benefits** (e.g., reduced erosion, protection of property) of each method. • Present your findings in a table or graph and explain which approach would be most effective in a given coastal location. Use **1:25000 and 1:50000 OS maps** or GIS to examine the impact of a specific policy decision on a coastal area (e.g., a **protected area designation** or **coastal defence investment**).

Key knowledge/skills/questions	R	A	G	Revis	Suggested resources/revision activities/links
					• Identify the changes in land use, infrastructure, or environmental quality resulting from the policy. Compare the situation before and after the policy was implemented, using maps to highlight the differences.
4.7: River Flooding and Management • **I can describe** the physical (e.g. heavy rainfall, snowmelt, impermeable geology) and human (e.g. deforestation, urbanisation, climate change) causes of river flooding. • **I can explain** how flooding affects people, property, and the environment, including social and economic consequences. • **I understand** different flood management strategies, including hard engineering (dams, levees, channelisation) and soft engineering (afforestation, floodplain zoning, and river restoration). • **I can evaluate** the effectiveness of different flood management strategies in mitigating flood risk and ensuring long-term sustainability.					Create a diagram or mind map showing both **physical** and **human causes** of river flooding. • Include physical factors like **heavy rainfall**, **snowmelt**, and **impermeable geology**, as well as human factors like **deforestation**, **urbanisation**, and **climate change**. • Write a brief explanation of how each factor contributes to the likelihood and severity of flooding. Use the **2015 Sheffield floods** to describe the **social**, **economic**, and **environmental impacts** of flooding. • Create a table comparing the impacts on **people** (e.g., displacement, loss of life), **property** (e.g., damage to homes and infrastructure), and the **environment** (e.g., damage to natural habitats, water quality). • Discuss the **long-term consequences** for the Sheffield community. Evaluate the **flood management strategies** used during and after the **2015 Sheffield floods**. • Write a short evaluation of how well these strategies have worked, considering their **effectiveness**, **cost**, and **environmental impact**. Include suggestions for improvement based on the lessons learned from the Sheffield floods.
4.8: The Influence of Humans on River Processes • **I can describe** how increasing storm frequency and land-use					Create a diagram or flowchart showing how **increasing storm frequency** and **land-use changes** contribute to rising flood risks for rivers. • Focus on how factors like **urbanisation**, **deforestation**, and **impermeable surfaces** increase the likelihood of flooding.

Key knowledge/skills/questions	R	A	G	Revis	Suggested resources/revision activities/links
changes are increasing flood risks for some rivers. • **I can explain** the threats that increased flooding poses to people and the environment, including displacement, economic losses, and ecosystem damage. • **I understand** the costs and benefits of managing flood risk through hard engineering strategies such as flood walls, embankments, and flood barriers. • **I can evaluate** the effectiveness of soft engineering strategies such as floodplain retention and river restoration in reducing long-term flood risks sustainably.					• Discuss how **climate change** is intensifying storm frequency and how these changes impact flood risk in a specific river or region (e.g., **River Thames** or **River Don**). Research the **threats** that increased flooding poses to **people** and the **environment**. • Focus on factors like **displacement**, **economic losses**, and **ecosystem damage**. • Create a case study of a recent flood (e.g., **2015 Sheffield floods**) and describe how these threats were experienced. Investigate the **costs** and **benefits** of using **hard engineering strategies** to manage flood risks, such as **flood walls**, **embankments**, and **flood barriers**. • Create a table comparing each strategy in terms of **effectiveness**, **costs**, **environmental impact**, and **sustainability**. • Discuss how these strategies help manage flood risks in areas like **London** or **the River Severn** and the challenges they face. Research **soft engineering strategies** such as **floodplain retention** and **river restoration** to reduce long-term flood risks. • Compare the **effectiveness** of soft engineering methods to hard engineering strategies in reducing flood risks **sustainably**. Use a case study to evaluate how well soft engineering has worked in practice (e.g., **River Restoration Trust** projects, **floodplain zoning**).
Skill Development • **I can explore** different fieldwork questions, including the impact of land use on coastal erosion and river flooding. • **I can use** 1:25000 and 1:50000 OS maps to investigate					Choose a **fieldwork question** related to either **coastal erosion** or **river flooding** (e.g., "How does land use impact coastal erosion?" or "How do urban areas affect flood risk in rivers?"). • Develop a simple **research plan** that outlines the types of data you would collect (e.g., land use mapping, flood risk areas). • Identify possible field sites, such as **coastal regions** or **river floodplains**, where you can test your hypothesis. • Discuss how your findings could help improve **flood management** or **erosion control**.

Key knowledge/skills/questions	R	A	G	Revis	Suggested resources/revision activities/links
threatened areas due to rapid coastal erosion and assess the impact of management policies. • **I can draw and interpret** simple storm hydrographs using rainfall and discharge data to understand flood events.					Use **1:25000 and 1:50000 OS maps** to identify areas at risk from **rapid coastal erosion** or **river flooding**. • Mark areas on the map that show signs of **erosion** or **flooding** risk. • Investigate the **management policies** in place (e.g., **sea walls**, **flood barriers**, **coastal zones**) and assess their impact. • Discuss whether the current strategies are effective or need improvement based on the evidence from the map. Create a **storm hydrograph** using **rainfall** and **discharge data** for a recent flood event (e.g., **2015 Sheffield floods** or **Bangladesh floods**). • Use the data to draw a simple hydrograph that shows **rainfall** on one axis and **river discharge** on the other. • Interpret the hydrograph, explaining how it reflects the timing and intensity of the flood event, including the **peak discharge** and **lag time**.
5.1: Population, Economic Activities, and Settlements in the Human Landscape • **I can describe** the differences between urban core and rural areas in terms of population density, age structure, economic activities, and settlement types. • **I can explain** how UK and EU government policies (e.g., enterprise zones, investment in transport infrastructure, regional development) have attempted to reduce these disparities.					Describe the differences between urban core and rural areas in terms of population density, age structure, economic activities, and settlement types. Create a comparison table to highlight these differences. Include examples from the UK (like London vs Cornwall) to support your descriptions. Research UK and EU government policies (e.g., enterprise zones, investment in transport infrastructure, regional development). Choose two policies and explain how they have aimed to reduce the disparities between urban core and rural areas. Write a brief explanation of the successes or challenges faced by these policies. Past exam questions: **none**

Key knowledge/skills/questions	R	A	G	Revis	Suggested resources/revision activities/links
5.2: The UK Economy and Society's Global Links • **I can describe** how national and international migration over the past 50 years has altered the UK's population geography, including changes in numbers, distribution, and age structure. • **I can explain** how UK and EU immigration policies have increased ethnic and cultural diversity. • **I understand** why the decline in primary and secondary sectors and the rise of the tertiary and quaternary sectors have changed the economic and employment structure in different UK regions. • **I can explain** how globalisation, free-trade policies (UK and EU), and privatisation have increased foreign direct investment (FDI) and the role of TNCs in the UK economy.					Research national and international migration to the UK over the past 50 years. Describe how migration has altered the UK's population geography, including changes in numbers, distribution, and age structure. Write a brief summary and include examples from major migration waves (e.g., EU immigration, Commonwealth immigration). Research UK and EU immigration policies and explain how these policies have increased ethnic and cultural diversity in the UK. Choose two policies (e.g., the 2004 EU Enlargement or the 1948 British Nationality Act) and explain their impact on migration patterns and the demographic makeup of the UK. Learn how to draw the Clark-Fisher Model, which represents the changing structure of employment in a country as it develops. • Draw the model showing the shift from the primary, secondary, and tertiary sectors to the rise of the quaternary sector. • Write a short explanation of how this model applies to the UK economy, explaining the decline of primary and secondary sectors and the rise of tertiary and quaternary sectors over time. Imagine you are an economic consultant for the UK government. Research how globalisation, free-trade policies (UK and EU), and privatisation have attracted foreign direct investment (FDI) and influenced the role of transnational corporations (TNCs) in the UK economy. • Choose a TNC (e.g., Apple, Tesco, or McDonald's) and analyse how it has benefitted from these policies. • Create a visual case study or infographic showing how this TNC has impacted employment, trade, and the economy in the UK. Past exam questions: 5.2.docx
Skills Development • **I can use and interpret** UK population pyramids from different time periods to understand demographic changes.					Choose UK population pyramids from two different time periods (e.g., 1950s and 2020s). • Compare the changes in age structure, birth rates, and life expectancy between the two periods. • Write a short analysis explaining how demographic changes (such as an aging population or shifts in birth rates) have impacted UK society and economy.

Key knowledge/skills/questions	R	A	G	Revis	Suggested resources/revision activities/links
• **I can use census data sets** to analyse changes in the UK's population. • **I can use Eurostat** to investigate Foreign Direct Investment (FDI) and immigration trends in the UK.					• Draw a population pyramid for a future time period (e.g., 2050) based on trends you observe, and predict how the population may continue to change. Select a specific region or city in the UK and access the most recent census data available. • Analyse changes in population size, age structure, migration, and ethnic diversity. • Create a chart or graph showing key population trends over the past few decades. • Write a brief explanation of the factors driving these changes and discuss their potential impacts on local services, housing, and employment. Use Eurostat to explore trends in Foreign Direct Investment (FDI) and immigration in the UK over the past 10-20 years. • Identify key sources of FDI and major immigration patterns (e.g., from the EU, Commonwealth countries). • Create an infographic summarising these trends, showing how FDI and immigration have shaped the UK economy. • Write a short explanation of the economic and social impacts of these trends, focusing on employment, regional development, and cultural diversity.
5.3: The Context of London's Functions and Structure • **I can describe** the significance of London's site, situation, and connectivity within a national (cultural and environmental), regional, and global context. • **I can explain** London's structure, including its Central Business District (CBD), inner city, suburbs, and urban-rural fringe, focusing on variations in building age and density, land use, and environmental quality.					Research how the site (location), situation (geographical context), and connectivity (transport, trade routes, digital links) influence London's role in national, regional, and global contexts. • Create a map of London that highlights key features (e.g., River Thames, transport hubs, trade routes). • Write a brief explanation of how these factors shape London's economic, cultural, and environmental significance, both within the UK and globally Describe the structure of London, focusing on the Central Business District (CBD), inner city, suburbs, and urban-rural fringe. • Create a labelled diagram of London's structure, including variations in building age, density, and land use in different areas. • Choose one area (e.g., the CBD, inner city, or suburbs) and explain how its land use and environmental quality differ from other parts of the city.

Key knowledge/skills/questions	R	A	G	Revis	Suggested resources/revision activities/links
					Select two contrasting areas in London (e.g., the CBD and suburban areas) and compare their land use, building age, density, and environmental quality. • Create a table summarising the differences between these areas. • Discuss how these factors influence the quality of life, pollution levels, and green spaces in each area. Past exam questions:
5.4: How London Changes Through Employment, Services, and Migration • **I can describe** the causes of national and international migration that influence the growth and character of different parts of London, including changes to age structure, ethnicity, housing, services, and culture. • **I can explain** the reasons for differing levels of inequality in employment, services, education, and health across various parts of London.					Research the national and international migration trends that have shaped the growth and character of different parts of London. • Create a timeline or infographic showing key migration waves to London (e.g., Caribbean, Eastern European) and how they have affected the city's age structure, ethnicity, housing, services, and culture. • Explain how migration has contributed to London's cultural diversity and changes in housing demand. Choose one area in London that has seen significant migration (e.g., East London or Brixton). • Create a visual map highlighting the changes in the local population's age, ethnicity, housing, and services. • Write a short paragraph explaining how migration has influenced the area's cultural identity, community services, and housing stock. Investigate the reasons for differing levels of inequality in employment, services, education, and health across London. • Create a comparison chart of two areas in London (e.g., affluent West London vs. deprived East London). Discuss how factors like income, education, and access to services contribute to inequality and how these differences affect residents' quality of life.
Skills Development • **I can explore** the kinds of questions capable of being investigated through fieldwork in London.					Develop a list of questions that could be investigated through fieldwork in different parts of London. • Focus on topics like housing, migration, employment, or social services. • For example, "How does the age structure vary between East and West London?" or "How has migration influenced cultural identity in certain London boroughs?"

Key knowledge/skills/questions	R	A	G	Revis	Suggested resources/revision activities/links
• **I can use and interpret** census data sets to compare socio-economic conditions in different areas within inner London. • **I can analyse** patterns of inequality and change using quantitative and qualitative data.					• Discuss why these questions are important for understanding London's development. Use census data sets to compare socio-economic conditions in two areas within inner London (e.g., Camden vs. Islington). • Analyse the data to identify key differences in income, education, housing, and population characteristics. • Present your findings in a graph or chart and explain what the data tells us about socio-economic conditions in each area.
5.5: The Challenges and Opportunities of London's Changing City • **I can describe** how parts of London have experienced decline, including the effects of de-industrialisation, de-population, decentralisation (out-of-town shopping centres, retail and business parks), e-commerce, and developments in transport. • **I can explain** how parts of London have experienced economic and population growth through urban sprawl on the rural-urban fringe, financial and business services, investment by trans-national corporations, gentrification/studentification, and the growth of cultural and leisure opportunities.					Create a visual timeline showing the key events that have led to the decline in parts of London. • Focus on factors like **de-industrialisation**, **de-population**, **decentralisation**, the rise of **e-commerce**, and improvements in **transport**. • Discuss how these changes have affected local communities and economic activity in areas such as the **East End** or former industrial zones. Choose an area of London (e.g., Canary Wharf or the Olympic Park area) and explain how it has experienced economic and population growth. • Focus on factors like **urban sprawl**, the growth of **financial and business services**, **investment by TNCs**, **gentrification**, and the rise of **cultural and leisure opportunities**. • Create a diagram or infographic to show how these factors contribute to the area's growth. Investigate how changes in **land use** have shaped London's growth and decline. • Compare areas that have seen **gentrification** and **studentification** with those that have declined due to **de-centralisation** and **e-commerce**. • Use **before-and-after** maps or images to illustrate these changes. • Discuss how these shifts affect the availability of housing, local businesses, and overall quality of life. Assess how **economic** and **population growth** in certain parts of London affect **socio-economic inequalities**. • Select areas with noticeable growth (e.g., **Canary Wharf**) and contrast them with areas facing decline (e.g., **East London**).

Key knowledge/skills/questions	R	A	G	Revis	Suggested resources/revision activities/links
					Discuss the **social** (e.g., housing, income inequality) and **economic** (e.g., employment, services) impacts of this urban transformation.
Coastal Fieldwork **Understanding the Geographical Enquiry Process** • **I can understand** the types of geographical questions that can be investigated through fieldwork, including those related to coastal erosion, deposition, and management strategies. • **I can explain** the geographical enquiry process, including hypothesis formulation, data collection, analysis, and evaluation. • **I can evaluate** how different enquiry approaches influence the accuracy and reliability of fieldwork conclusions. **Techniques and Methods Used in Coastal Fieldwork** • **I can describe** a range of fieldwork techniques, including observation, beach profiling, wave frequency measurement, longshore drift tracking, and sediment analysis. • **I can explain** the importance of using systematic, random, and stratified sampling techniques to collect representative data.					Explain each step of the geographical enquiry process based on your fieldwork at Herne Bay: • Hypothesis formulation: What was your hypothesis for the study? • Data collection: Which techniques did you use to collect data? • Data analysis: How did you analyse the data collected? • Evaluation: How do you assess the accuracy and reliability of the data gathered during your fieldwork? Create a guide to coastal fieldwork techniques. • Describe how to conduct a beach profile and explain why it's useful in studying coastal environments. • Explain how to measure wave frequency and track longshore drift and discuss the importance of these techniques. • List the advantages and limitations of each technique in terms of accuracy and reliability in coastal environments. Based on the sampling methods you used at Herne Bay, explain how you applied systematic, random, and stratified sampling to collect data on erosion or deposition. • Discuss how each sampling method helped ensure representative data for your investigation. • Compare the advantages and limitations of each sampling technique in the context of your fieldwork at Herne Bay. Using the data you collected from Herne Bay, apply statistical methods (e.g., mean, range, standard deviation) to identify trends or anomalies. • Present your findings using graphs, diagrams, or GIS (hand-drawn or computer-generated). • Interpret the patterns observed and write a brief explanation of how these patterns relate to coastal processes, supported by your fieldwork data.

Key knowledge/skills/questions	R	A	G	Revis	Suggested resources/revision activities/links
• **I can assess** the advantages and limitations of different measurement techniques in coastal environments. **Processing and Presenting Fieldwork Data** • **I can process** fieldwork data using appropriate statistical methods to identify trends and anomalies. • **I can present** data using a variety of methods, including maps, GIS, graphs, and diagrams (both hand-drawn and computer-generated). • **I can interpret** spatial patterns in data and compare them with existing geographical theories.					Using the data from your Herne Bay fieldwork, create a map or diagram to show spatial patterns in coastal features (e.g., erosion or deposition). • Compare the patterns with existing geographical theories on coastal processes. Write a brief interpretation discussing how your data supports or challenges these theories, considering any anomalies or trends observed at Herne Bay.
COASTAL FIELDWORK **Analysing and Explaining Fieldwork Data** • **I can analyse** the data collected in Herne Bay to identify coastal processes, landforms, and management strategies. • **I can explain** the significance of the data by applying knowledge of geographical case studies and theories related to coastal erosion and management.					Using the data collected from Herne Bay, analyse the coastal processes, landforms, and management strategies observed. • Identify key landforms (e.g., beaches, cliffs) and processes (e.g., erosion, deposition) you encountered. • Discuss how management strategies (e.g., sea walls, groynes) are influencing these processes, using fieldwork data to support your analysis. Use your fieldwork data from Herne Bay to explain the significance of coastal processes in relation to established geographical case studies and theories (e.g., coastal erosion models). • Compare your findings with those from similar case studies (e.g., the south coast of England) and explain any similarities or differences in erosion patterns and management approaches. Discuss how different coastal management approaches in Herne Bay (e.g., soft vs. hard engineering) impact erosion rates and sediment transport.

Key knowledge/skills/questions	R	A	G	Revis	Suggested resources/revision activities/links
• **I understand** how different coastal management approaches impact erosion rates and sediment transport in Herne Bay. **Drawing Evidenced Conclusions** • **I can draw** well-supported conclusions based on fieldwork transcripts, quantitative data, and qualitative observations. • **I can summarise** key findings from beach profiling, wave frequency measurements, and longshore drift assessments. • **I can evaluate** the effectiveness of coastal management techniques in Herne Bay based on fieldwork evidence. **Critical Reflection on Fieldwork** • **I can reflect** on the reliability and validity of the data collected during coastal fieldwork. • **I can critique** the methods used, considering their limitations and potential sources of error. • **I can assess** how knowledge gained from fieldwork supports or challenges established geographical theories.					• Use your field data to evaluate how these approaches are working (or not working) in slowing erosion or managing sediment. Review your fieldwork data, including quantitative data (e.g., wave frequency measurements) and qualitative observations (e.g., visual evidence of erosion). • Draw well-supported conclusions about the state of coastal erosion and management in Herne Bay. • Use your data to explain the effectiveness of current management strategies. Summarise the key findings from your fieldwork at Herne Bay, focusing on beach profiling, wave frequency, and longshore drift. • Create a short report that highlights the most important observations and data points you collected. • Include conclusions on how these findings relate to the overall health of the coastline. Based on your fieldwork data from Herne Bay, evaluate the effectiveness of the coastal management techniques used in the area. • Use evidence from your measurements and observations (e.g., erosion rates, sediment build-up) to assess whether the management strategies are working. Reflect on the reliability and validity of the data you collected during your coastal fieldwork. • Discuss whether the methods used were effective and whether there were any issues with data accuracy or consistency. Critique the methods used in your coastal fieldwork, considering their limitations and potential sources of error. • Suggest how these methods could be improved for more accurate and comprehensive data collection. Assess how your fieldwork findings support, or challenge established geographical theories about coastal erosion and management. • Discuss any discrepancies between theory and what you observed in the field.

Key knowledge/skills/questions	R	A	G	Revis	Suggested resources/revision activities/links
• **I can propose** improvements to fieldwork methods for more accurate and comprehensive data collection.					Propose improvements to the methods used in your Herne Bay coastal fieldwork to enhance data collection and analysis. • Consider alternative approaches, tools, or technologies that could be applied to gather more reliable or comprehensive data.
7.1: Global Biomes and Climate Factors • **I can describe** how the global distribution and characteristics of major biomes (tropical, temperate, and boreal forests; tropical and temperate grasslands; deserts and tundra) are influenced by climate (temperature, precipitation, sunshine hours). **I can explain** how local factors (altitude, rock and soil type, drainage) can alter biome distribution locally and how the biotic (flora, fauna) and abiotic (soils, rock, water, atmosphere) components of biomes interact.					Research how local factors (e.g., altitude, rock and soil type, drainage) influence the distribution of biomes. Using a world map, mark the locations of the major biomes (e.g., tropical rainforest, desert, boreal forest). Label key characteristics of each biome (e.g., temperature, precipitation) Choose one biome (e.g., tropical rainforest, tundra) and create a simple diagram showing the interaction between biotic (flora, fauna) and abiotic (soil, rock, water) components. Write a 10-minute explanation of how these components interact in that biome. • Choose a biome found in the UK or another region you are familiar with. Research how local climate factors (e.g., altitude, rainfall) and human activity (e.g., farming, urban development) influence the distribution and characteristics of this biome.
Skills Development • **I can compare** climate graphs for different biomes to identify differences in temperature and precipitation. • **I can use world maps** to locate and identify the distribution of global biomes.					Compare two climate graphs for different biomes (e.g., tropical rainforest and desert). Identify differences in temperature and precipitation patterns Use a world map to locate and identify the distribution of major biomes (e.g., tropical rainforest, tundra, desert, temperate forest). Mark the areas where each biome is found and write a short explanation (10 minutes) of how climate factors influence their location. Choose one biome and find its climate graph. Compare it with another biome's climate graph and explain the key differences in temperature and precipitation.

Key knowledge/skills/questions	R	A	G	Revis	Suggested resources/revision activities/links
7.2: The Biosphere's Role as a Life-Support System • **I can describe** how the biosphere provides resources for indigenous and local people, including food, medicine, building materials, and fuel, but is increasingly exploited commercially for energy, water, and mineral resources. • **I can explain** how the biosphere regulates atmospheric composition, maintains soil health, and manages water within the hydrological cycle, providing critical global services. • **I understand** global and regional trends driving increased demand for food, energy, and water (such as population growth, rising affluence, urbanisation, and industrialisation) and can evaluate theories on population-resource relationships, including Malthus and Boserup.					Create an infographic showing how the biosphere provides food, medicine, building materials, and fuel. Highlight how these resources are used by indigenous and local communities. Draw a diagram showing how the biosphere regulates the atmosphere, soil, and water. Add explanations for each process and why they are essential for life. Create a timeline showing trends like population growth, urbanisation, and industrialisation. Explain how these trends drive the demand for food, water, and energy. Compare Malthusian and Boserup theories on population and resources. Create a pros-and-cons table and discuss which theory you think fits modern challenges.
Skills Development • **I can use and interpret** line graphs showing the range of future global population projections.					Look at a line graph showing future global population projections. • Identify key trends and discuss what factors might influence population growth (e.g., birth rates, migration). • Write a brief explanation of how these projections could impact global resources.

Key knowledge/skills/questions	R	A	G	Revis	Suggested resources/revision activities/links
• **I can analyse** population growth in relation to likely available resources. **I can compare** different projection models to assess their implications for global resource management.					Choose a country or region and analyse how population growth is likely to affect the availability of resources like food, water, and energy. https://ourworldindata.org/population-growth Discuss the implications for sustainability and resource management.
8.1: Tropical Rainforest Structure and Functioning • **I can describe** how biotic and abiotic characteristics of tropical rainforests are interdependent (e.g., climate, soil, water, plants, animals, and humans). • **I can explain** how tropical rainforest plants (e.g., stratified layers, buttress roots, drip tips) and animals are adapted to the equatorial climate. **I understand** why tropical rainforests a very high rate of nutrient cycling has, supporting high levels of biodiversity and complex food webs.					Create a table that lists the key biotic (e.g., plants, animals) and abiotic (e.g., climate, soil, water) characteristics of tropical rainforests. • Describe how these factors are interdependent and influence the functioning of the rainforest ecosystem. • Provide examples of how specific biotic and abiotic components (e.g., how rainfall affects plant growth or how animals rely on plants for food) work together to support the ecosystem. Research and explain how tropical rainforest plants and animals are adapted to the equatorial climate. • Focus on plant adaptations such as stratified layers, buttress roots, and drip tips, and explain their function. • Investigate how specific animal adaptations (e.g., camouflaging, feeding behaviours) help them thrive in this environment. Practice drawing a proportional flow diagram to illustrate the nutrient cycling in a tropical rainforest. • Show the flow of nutrients between different components of the ecosystem, such as soil, plants, animals, and decomposers. • Use varying arrow sizes to indicate the relative flow of nutrients in each part of the cycle. • After drawing the diagram, write an explanation of why some sections or arrows are larger than others, explaining the role of specific components (e.g., why nutrient cycling is faster in the rainforest than in other biomes). Discuss how the high rate of nutrient cycling supports the biodiversity and complex food webs in tropical rainforests.
Skills Development					Study a nutrient cycle diagram (e.g., tropical rainforest nutrient cycle).

Key knowledge/skills/questions	R	A	G	Revis	Suggested resources/revision activities/links
I can use and interpret nutrient cycle diagrams and food web diagrams to understand ecosystem processes.					• Identify the key components (e.g., plants, animals, decomposers, soil, water) and the flow of nutrients between them. • Write a brief explanation of how nutrients move through the ecosystem and the role of each component. • Explain how changes in one part of the cycle could affect the rest of the ecosystem. Study a food web diagram for a specific ecosystem (e.g., tropical rainforest, marine, or grassland). • Identify the producers, primary consumers, secondary consumers, and decomposers in the web. • Explain the energy flow through the food web, including how energy is transferred from one trophic level to the next. Discuss how changes in one species (e.g., the removal of a key predator) could impact the entire food web.
8.3: Threats to Tropical Rainforests • **I can describe** the causes of tropical rainforest deforestation, including commercial hardwood logging, subsistence and commercial agriculture, local demand for fuel wood, and increased demand for biofuels, mineral resources, and hydroelectric power (HEP). **I can explain** why climate change poses an indirect threat to tropical rainforests by causing ecosystem stress and increasing the frequency of droughts.					Create a diagram showing the causes of tropical rainforest deforestation. • Label each cause (e.g., logging, agriculture, biofuels) and use arrows to show how each lead to forest loss. • Add short descriptions for each cause to explain how it contributes to deforestation. Choose two activities that contribute to deforestation (e.g., commercial agriculture and logging). • Draw a table comparing the impacts of each activity on the rainforest (e.g., habitat loss, soil erosion). • Explain in a few sentences how each activity leads to environmental damage. Draw a flowchart illustrating how climate change impacts tropical rainforests. • Show how climate change causes stress on rainforests (e.g., increasing droughts leading to reduced water availability). • Include brief explanations of how these changes can affect forest health, biodiversity, and local communities
Skills Development • **I can use GIS** to identify the pattern of forest loss over time and analyse spatial trends.					Examine satellite imagery or deforestation maps of a tropical rainforest. • Identify areas where deforestation is most prominent and label the types of human activities contributing to this loss (e.g., logging, agriculture). • Discuss how satellite imagery helps monitor deforestation and its impact on forest ecosystems.

Key knowledge/skills/questions	R	A	G	Revis	Suggested resources/revision activities/links
• **I can interpret** satellite imagery and deforestation maps to assess the impact of human activities on forest ecosystems.					
8.5: Conservation and Sustainable Management of Tropical Rainforests • **I can describe** the advantages and disadvantages of global actions (CITES, REDD) designed to protect tropical rainforest species and areas. • **I can explain** why deforestation rates are rising in some areas but falling in others. **I understand** the challenges of achieving sustainable forest management and why alternative livelihoods (e.g., ecotourism, sustainable farming) might better protect the remaining tropical rainforest.					Create a table comparing the advantages and disadvantages of **global actions** like **CITES** and **REDD**. • For each action, describe how it helps protect **rainforest species** and **ecosystems** and discuss any challenges or criticisms (e.g., enforcement issues, economic barriers). Research areas where **deforestation rates** are rising and where they are falling. • Create a visual comparison (e.g., a map or graph) showing the regions with high deforestation rates and those with improvements. • Write a short analysis of the factors driving these trends, such as **government policies**, **economic development**, and **global demand for resources**. Investigate the challenges of achieving **sustainable forest management** in tropical rainforests. • Discuss the difficulties in balancing **economic development**, **population pressures**, and **environmental protection**. • Compare traditional livelihoods with alternative options like **ecotourism** and **sustainable farming**. Present a case study of a successful alternative livelihood initiative that supports both local communities and rainforest conservation.
Skills Development • **I can use GIS** to identify patterns of forest loss over time. • **I can interpret spatial data** to assess the causes and impacts of deforestation in different regions. • **I can compare** deforestation rates and conservation success stories to develop a critical					Use **GIS software** or an online mapping tool to identify patterns of **forest loss** over time in a specific region (e.g., Amazon rainforest, Southeast Asia). • Select data for different years and create a visual representation of forest loss. • Discuss any patterns or trends you observe and link them to potential causes like **logging**, **agriculture**, or **urban expansion**. Use spatial data (e.g., satellite images, GIS) to assess the causes and impacts of **deforestation** in different regions.

Key knowledge/skills/questions	R	A	G	Revis	Suggested resources/revision activities/links
understanding of sustainable management strategies.					• Choose two regions (e.g., **Amazon rainforest** vs. **Congo Basin**) and compare deforestation causes, such as **logging**, **illegal activities**, and **land use change**. • Create a report summarising the main causes and the **environmental and social impacts** of deforestation in each area. Research and compare the deforestation rates in two countries/regions (e.g., **Brazil** and **Costa Rica**) and their conservation efforts. • Create a table comparing deforestation rates, conservation strategies, and their effectiveness in **reducing forest loss**. Develop a critical analysis of the **success stories** and **challenges** of sustainable management strategies in each region.
9.1: Energy Resources and Environmental Impacts • **I can describe** how energy resources are classified: non-renewable (finite stocks of fossil fuel coal, oil, and gas), renewable (flows of solar, wind, HEP), and recyclable (nuclear, biofuels). • **I can explain** the environmental impacts of mining and drilling, such as landscape scarring, oil spills, carbon emissions, and forest removal. **I understand** the landscape impacts of renewable energy sources, including HEP flooding, and land use for wind turbines and solar panels.					Create a table that classifies energy resources into non-renewable, renewable, and recyclable categories. For each category, provide examples, such as coal for non-renewable, solar for renewable, and nuclear for recyclable. In your explanation, describe the characteristics of each type of energy resource, highlighting both the advantages and disadvantages of using them for energy production. Choose one non-renewable energy source, such as coal, oil, or gas, and research its environmental impacts. Focus on issues like landscape scarring, oil spills, or carbon emissions. Create an infographic summarising the negative environmental effects of extracting and using this resource and discuss the long-term consequences on local ecosystems. Investigate the environmental impacts of renewable energy sources, including hydroelectric power, wind, and solar. Choose one of these renewable resources and create a diagram or presentation explaining its landscape impact, such as flooding from hydroelectric projects, land use for wind farms, or space needed for solar panels. In your explanation, discuss both the environmental benefits and the potential drawbacks of using this energy source.

Key knowledge/skills/questions	R	A	G	Revis	Suggested resources/revision activities/links
					• Compare the environmental impacts of a non-renewable energy source, like coal, with a renewable energy source, such as wind or solar. Create a comparison chart that highlights key environmental issues, such as land use, emissions, and disruption to ecosystems. Discuss the trade-offs between these energy sources in terms of sustainability and long-term environmental health.
9.2: Uneven Access to Energy Resources • **I can describe** how access to energy resources is affected by technology availability and physical factors (geology, accessibility, climate, and landscape influences on renewable potential). • **I can explain** the global pattern of energy use per capita and the causes of variations, including economic development levels, reliance on traditional fuel sources, and demand from different economic sectors.					Research the global pattern of energy use per capita and compare energy access in different regions. Discuss how access to energy resources is affected by technology, physical factors like geology and climate, and the varying energy potential of renewable resources in different countries. Create a map or infographic illustrating how different countries or regions have uneven access to energy resources. Explain how factors such as economic development, reliance on traditional fuels, and demand from various economic sectors (e.g., agriculture, industry, domestic use) contribute to these disparities. Discuss the role of technological advancements in improving or hindering access to energy in different parts of the world. Use these maps to help: 2. The Distribution of Energy Resources.pdf
Skills Development • **I can use and interpret** world maps showing the distribution of energy resources.					• Use these maps to help: 2. The Distribution of Energy Resources.pdf
○					
9.3: Global Oil Demand and Supply • **I can describe** how oil reserves and production are unevenly distributed and why oil consumption is growing (e.g., rising per capita GDP, rapid					Create a world map showing the distribution of global oil reserves and production. • Colour-code regions based on their oil reserves and production levels (e.g., Middle East, North America, Russia). • Explain why certain countries or regions have more oil reserves than others and discuss factors like geography, technology, and political control over oil resources.

Key knowledge/skills/questions	R	A	G	Revis	Suggested resources/revision activities/links
industrialisation in emerging economies). **I can explain** how oil supply and prices are influenced by changing international relations (e.g., conflicts, diplomatic relations) and economic factors (e.g., periods of recession versus boom, over- or under-supply).					Draw a graph comparing oil consumption growth in countries like China and India with their rising per capita GDP. • Explain how increasing industrialisation and economic growth in these countries drive up oil demand. Research how international relations (e.g., conflicts, diplomatic relations) and economic factors (e.g., recessions or booms) influence oil supply and prices. Create a timeline of key events (e.g., the 1973 oil crisis, 2008 financial crash) and explain their impact on global oil prices.
Skills Development • **I can use and interpret** oil price and oil production data to graph trends over time. • **I can analyse** the relationship between oil production, price fluctuations, and global events. • **I can compare** historical and contemporary oil price trends to assess long-term changes in the energy market.					Choose a global event (e.g., the Gulf War, the 2008 financial crisis) and analyse how it affected oil production and prices. • Create a timeline showing oil price fluctuations alongside major events. • Write a short explanation of how these events impacted both oil prices and production levels. Compare historical oil price trends (e.g., 1970s oil crisis) with contemporary trends (e.g., 2020 oil price crash). • Create a comparison chart showing key oil price milestones and explain the factors that caused these long-term changes. Discuss how the energy market has evolved over time and the impact of factors like globalisation and renewable energy
9.4: Fossil Fuel Reliance and New Areas of Exploitation • **I can describe** the economic benefits and costs of developing new conventional oil and gas sources in ecologically sensitive and isolated areas. **I can explain** the environmental costs, including impacts on water quality and ecosystems, of developing new unconventional oil and gas sources (e.g.,					Create a pros-and-cons list to describe the **economic benefits** and **costs** of developing new **conventional oil and gas** sources in **ecologically sensitive** and **isolated areas**. • Discuss the potential economic benefits (e.g., job creation, energy security, economic growth) and the costs (e.g., environmental damage, high investment costs). • Use a specific case study (e.g., oil exploration in the **Arctic** or offshore drilling in the **Gulf of Mexico**) to illustrate these points. Research the environmental costs of developing **unconventional oil and gas sources** (e.g., **tar sands**, **shale gas**) in ecologically sensitive areas. • Create a table comparing the **environmental impacts** of conventional versus unconventional fossil fuel sources.

Key knowledge/skills/questions	R	A	G	Revis	Suggested resources/revision activities/links
tar sands, shale gas) in ecologically sensitive and isolated areas.					• Focus on issues like **water quality**, **ecosystem destruction**, and **pollution**. • Discuss the long-term environmental risks involved, such as **climate change**, and how they affect biodiversity and local communities. Conduct a **cost-benefit analysis** comparing the economic and environmental trade-offs of developing new fossil fuel sources in ecologically sensitive areas. • Choose a case study (e.g., **Keystone XL Pipeline** or **Alberta Tar Sands**) and analyse the trade-offs using economic data and environmental impact reports. • Present your analysis in a chart or written report that clearly identifies the key benefits and drawbacks and conclude with a balanced view on whether development should proceed.
9.5: Reducing Fossil Fuel Reliance and Technical Challenges • **I can describe** the role of energy efficiency and conservation in transport and the home for reducing demand, extending finite energy supplies, and cutting carbon emissions. • **I can explain** the costs and benefits of alternative energy sources (e.g., biofuels, wind, solar, HEP) and emerging technologies (e.g., hydrogen) that aim to lower carbon footprints, enhance energy security, and diversify the energy mix.					Create an infographic explaining the role of **energy efficiency** and **conservation** in **transport** and the **home**. • Include tips and strategies for reducing energy use, such as **electric vehicles**, **public transport**, **insulating homes**, and **smart thermostats**. • Discuss how these actions can help **extend finite energy supplies**, reduce **carbon emissions**, and contribute to **sustainable living**. Compare the **costs** and **benefits** of different **alternative energy sources**, such as **biofuels**, **wind energy**, **solar power**, and **hydroelectric power (HEP)**. • Create a table summarising the economic, environmental, and social advantages and disadvantages of each energy source. • Discuss the challenges and limitations of each energy type (e.g., space for solar panels, environmental impact of biofuels). Investigate an emerging **energy technology**, such as **hydrogen fuel**, and create a short presentation or report explaining how it aims to **lower carbon footprints** and improve **energy security**. • Include a discussion of how hydrogen works as an energy source and its potential for **diversifying the energy mix**.

Key knowledge/skills/questions	R	A	G	Revis	Suggested resources/revision activities/links
					• Compare this new technology to existing sources, and explain its advantages and challenges (e.g., infrastructure costs, storage, and transportation).
9.6: Changing Attitudes to Energy and the Environment • **I can describe** how different groups (consumers, TNCs, governments, climate scientists, and environmental groups) have contrasting views about energy futures (business as usual versus sustainable). • **I can explain** how rising affluence, environmental concerns, and education in developed countries are shifting attitudes away from unsustainable energy consumption and toward reducing carbon footprints.					Create a **table or Venn diagram** showing the contrasting views of different groups (e.g., **consumers**, **TNCs**, **governments**, **climate scientists**, and **environmental groups**) regarding the future of energy. • Include perspectives on **business as usual** (continuing with fossil fuels and unsustainable energy practices) versus a **sustainable future** (shifting to renewable energy and reducing carbon footprints). • Explain why each group holds these views and what interests or concerns drive their position (e.g., economic growth, environmental impact, job creation). Research how **rising affluence**, **environmental concerns**, and **education** are changing attitudes toward **unsustainable energy consumption** in **developed countries**. • Focus on examples such as how **higher income levels** lead to greater demand for **green technologies** or how **education campaigns** are influencing public opinion on **renewable energy**. • Present your findings through a **short report** or **infographic** showing how these factors are helping move societies toward **reducing carbon footprints**. Compare past and present attitudes to energy consumption in a **developed country** (e.g., the **UK** or **USA**). • Create a **timeline** showing key shifts in **policy**, **consumer behaviour**, and **industry practices** that reflect changing attitudes toward energy use. • Discuss how these shifts are related to **climate change awareness**, **technological advancements** in energy efficiency, and **public pressure** for more sustainable policies.
Skill Development • **I understand** carbon and ecological footprints.					Calculate your own **carbon footprint** using an online carbon footprint calculator. • **Instructions**: Input data about your **energy consumption**, **transportation habits**, **food choices**, and **waste production**. • Write a short reflection on how your lifestyle contributes to your carbon footprint and what small changes you can make to reduce it.

Key knowledge/skills/questions	R	A	G	Revis	Suggested resources/revision activities/links
					Research and compare the **ecological footprint** of a developed country (e.g., **USA**) with a developing country (e.g., **India**). • **Instructions**: Use data from sources like **Global Footprint Network** or similar platforms to understand the average ecological footprint of each country. • Create a **comparison chart** to show the differences in **resource consumption** and **land use** between the two countries. Choose a product you regularly purchase (e.g., **clothing**, **food**, or **electronics**) and research its **carbon footprint** and **ecological impact** throughout its lifecycle. • **Instructions**: Break down the product's lifecycle, from raw material extraction to production, transportation, and disposal. • Create a **flowchart** or **diagram** showing the environmental impact at each stage and suggest alternatives that would have a smaller footprint.