

Year 11 Revision Schedule 2025

Subject/Course:	Geography GCSE
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What to revise

Topic	Paper	Spec Point	Revised?	Revisited?
1: Hazardous Earth	1	1.1: The Atmosphere as a Global System		
1: Hazardous Earth	1	1.2: Natural Causes of Climate Change		
1: Hazardous Earth	1	1.3: Human Influence on Climate Change		
1: Hazardous Earth	1	1.4: Tropical Cyclones and Their Formation		
1: Hazardous Earth	1	1.5: The Hazards and Impacts of Tropical Cyclones		
1: Hazardous Earth	1	1.6: Preparing for and Responding to Tropical Cyclones		
1: Hazardous Earth	1	1.7: Earth's Layered Structure and Plate Tectonics		
1: Hazardous Earth	1	1.8: Plate Boundaries and Tectonic Hazards		
1: Hazardous Earth	1	1.9: Tectonic Hazards and Their Management in Contrasting Locations		
2. Development Dynamics	1	2.1: Defining and Measuring Development		
2. Development Dynamics	1	2.2: Global Inequality and Theories of Development		
2. Development Dynamics	1	2.3: Approaches to Development and Their Success		
2. Development Dynamics	1	2.4: Development of India and Its Context		
2. Development Dynamics	1	2.5: India's Rapid Economic Change Due to Globalisation		
2. Development Dynamics	1	2.6: Positive and Negative Impacts of India's Rapid Economic Growth		
2. Development Dynamics	1	2.7: India's Changing International Role Due to Rapid Economic Development		
3. Urbanising World	1	3.1: Global Urbanisation Trends		
3. Urbanising World	1	3.2: Socio-Economic Processes Driving Urbanisation		
3. Urbanising World	1	3.3: Changes in Urban Land Use Over Time		

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3. Urbanising World	1	3.4: Rio de Janeiro's Location, Growth, and Structure		
4. UK Physical Landscapes	2	4.1: Geology and Past Processes in the UK's Physical Landscape		
4. UK Physical Landscapes	2	4.2: The Interaction of Physical and Human Processes in Creating Distinct UK Landscapes		
4. UK Physical Landscapes	2	4.3: Distinctive Coastal Landscapes and Geological Influence		
4. UK Physical Landscapes	2	4.4: The Impact of Human Activity on Coastal Landscapes		
4. UK Physical Landscapes	2	4.5: The Interaction of Human and Physical Processes on Coastlines		
4. UK Physical Landscapes	2	4.6: Distinctive River Landscapes and Their Characteristics		
4. UK Physical Landscapes	2	4.7: River Flooding and Management		
4. UK Physical Landscapes	2	4.8: The Influence of Humans on River Processes		
5. UK Human Landscapes	2	5.1: Population, Economic Activities, and Settlements in the Human Landscape		
5. UK Human Landscapes	2	5.2: The UK Economy and Society's Global Links		
5. UK Human Landscapes	2	5.3: The Context of London's Functions and Structure		
5. UK Human Landscapes	2	5.4: How London Changes Through Employment, Services, and Migration		
5. UK Human Landscapes	2	5.5: The Challenges and Opportunities of London's Changing City		
5. UK Human Landscapes	2	5.6: Improving Quality of Life in London		
5. UK Human Landscapes	2	5.7: London's Interdependence with Rural Areas		
5. UK Human Landscapes	2	5.8: The Challenges and Opportunities of London's Changing Rural Area		
6. Fieldwork	2	Coastal Fieldwork Part 1		
6. Fieldwork	2	Coastal Fieldwork Part 2		

What to revise and how:

Topic	Paper	Key knowledge/skills/questions	R	A	G	Revised	Suggested resources/revision activities/links
1	1	1.1: The Atmosphere as a Global System I can describe how the atmosphere operates as a global system that transfers heat around the Earth. I can explain the global atmospheric circulation model, including the three circulation cells (Hadley, Ferrel, and Polar) and how they work to transfer heat. I understand how ocean currents and winds redistribute heat energy, influencing regional climates and weather patterns. I can describe how global atmospheric circulation determines the location of arid (high-pressure) and high rainfall (low-pressure) areas, affecting biomes and ecosystems.					Practice drawing the atmospheric circulation model and labelling; high pressure, low pressure, different biomes, the circulation cells Global atmospheric circulation - Atmosphere and climate - Edexcel - GCSE Geography Revision - Edexcel - BBC Bitesize Research a region impacted by atmospheric circulation e.g. Sahara Desert or Amazon and explain how it affects the climate, weather and ecosystems. Look up the thermohaline circulation online, explain how this redistributes heat around the world. Find out what the North Atlantic Drift does and how it affects the UK climate. Past Exam Questions: 1.1.docx
		1.2: Natural Causes of Climate Change I can describe processes that have caused climate change in the past. I can explain the three Milankovitch Cycles (eccentricity, axial tilt, and precession) and their impact on Earth's climate. I can describe how volcanic eruptions affect global temperatures by releasing ash and gases into the atmosphere. I understand how solar output variation, including sunspot cycles, influences climate. I can explain how asteroid impacts can cause climate change by blocking sunlight and cooling the Earth. I can describe different types of evidence for past climate change, including ice cores, tree rings, and historical records.					Create a table where you list the different natural causes of climate change, describe how it works and then explain the impact it has on the climate. Do the same for different types of evidence for past climate change; what it is, how we use it, how long the record is. Evidence of global warming - Climate change - Edexcel - GCSE Geography Revision - Edexcel - BBC Bitesize Watch videos on the Time for Geography website: Weather and climate Past Exam Questions: 1.2.docx
		1.3: Human Influence on Climate Change I can describe how human activities (industry, transport, energy production, and farming) release greenhouse gases (carbon dioxide, methane), leading to an enhanced greenhouse effect and global warming. I can explain the evidence for human-induced climate change, including sea-level					Research how human activities like industry, transport, energy production, and farming release greenhouse gases. Create a diagram showing their impact on the enhanced greenhouse effect. Draw two diagrams: one showing the natural greenhouse effect and one showing the enhanced greenhouse effect. Label the differences and explain in a brief paragraph. Human and natural factors of climate change - Climate change - Edexcel - GCSE Geography Revision - Edexcel - BBC Bitesize

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Topic	Paper	Key knowledge/skills/questions	R	A	G	Revised	Suggested resources/revision activities/links
		rise, warming oceans, global temperature increases, declining Arctic ice, and increased frequency of extreme weather events. I understand the possible consequences of climate change for people, such as rising sea levels, food insecurity, and displacement. I can evaluate the range of future climate projections, including potential temperature and sea-level rise scenarios. I understand the uncertainties in future climate projections due to physical processes (e.g., ocean circulation changes) and human factors (e.g., mitigation efforts, economic development, population growth).					Look up one piece of evidence for human-induced climate change (e.g., sea-level rise, warming oceans). Write a brief paragraph explaining how it provides evidence for climate change. Choose one consequence of climate change (e.g., food insecurity or displacement). Find a quick example and write a sentence explaining its impact on people. Impacts of climate change - Climate change - Edexcel - GCSE Geography Revision - Edexcel - BBC Bitesize Watch videos on the Time for Geography website: Weather and climate Past Exam Questions: 1.3.docx
		Skills Development I can use and interpret climate graphs to analyse temperature and precipitation patterns. I can use and interpret line graphs and bar charts to identify trends in climate change over time. I can use and interpret temperature and sea-level projection graphs to 2100 to understand future climate change scenarios.					Look at a climate graph showing temperature and precipitation patterns for a specific region. Identify trends in temperature and rainfall over the year and summarise your findings. Examine a line graph showing temperature changes over the last 50 years and a bar chart showing annual precipitation. Write a brief analysis of the trends. Study a temperature and sea-level projection graph to 2100. Identify key trends and write a short paragraph explaining the predicted changes in climate and sea level. Compare two climate graphs (one showing historical data and the other showing future projections). Highlight similarities and differences in temperature and sea-level predictions for 2100.
		1.4: Tropical Storms and Their Impact I can describe the formation and structure of tropical storms, including hurricanes, typhoons, and cyclones. I can explain the conditions required for storm development, such as warm ocean temperatures, low wind shear, and the Coriolis effect. I understand how tropical storms develop and change in intensity as they move over the ocean and make landfall. I can evaluate the short-term and long-term impacts of tropical storms on people and the environment.					Create a labelled diagram showing the formation and structure of a tropical storm, including hurricanes, typhoons, and cyclones. Use arrows to show the movement of warm air and moisture and highlight the calm "eye" and surrounding "eye wall". Write a brief explanation of how the structure contributes to the storm's power and how it can intensify or weaken. Research the conditions required for the formation of tropical storms, such as warm ocean temperatures, low wind shear, and the Coriolis effect. Write a short paragraph explaining why each condition is essential for storm development. Choose a famous tropical storm (e.g., Hurricane Katrina or Typhoon Haiyan) and use the NOAA website to track its path from formation over the ocean to landfall. - Create a map that shows the storm's movement, using NOAA data to plot its path. - Explain how the storm's intensity changed as it moved over the ocean and made landfall, referring to NOAA data on wind speeds and pressure. - Discuss how ocean temperatures and land interaction influenced the storm's strength, using specific NOAA observations to explain these changes. Research the short-term and long-term impacts of a specific tropical storm on people and the environment. Create a timeline that shows the immediate effects (e.g., flooding, displacement) and the long-term consequences (e.g., economic loss, environmental damage). Write a report evaluating the social, economic, and environmental impacts, and discuss recovery efforts.

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Topic	Paper	Key knowledge/skills/questions	R	A	G	Revised	Suggested resources/revision activities/links
							Past examination questions: 1.4.docx
		1.5: Managing the Impacts of Tropical Storms I can describe how scientists predict and monitor tropical storms using satellite data, weather models, and historical records. I can explain how emergency planning, warning systems, and evacuation procedures reduce the impact of storms. I understand the importance of long-term adaptation strategies, such as improved infrastructure and land-use planning, in reducing storm-related risks.					Research how scientists predict and monitor tropical storms using satellite data, weather models, and historical records. - Focus on the use of these tools during Hurricane Katrina and Cyclone Aila. - Create a timeline or infographic showing the steps taken from the detection of both storms to landfall and explain how satellite data and weather models helped predict their paths and intensity. Investigate the emergency planning, warning systems, and evacuation procedures in response to Hurricane Katrina and Cyclone Aila. - Compare how both countries (the USA and Bangladesh) prepared for and responded to these storms. - Present a report that evaluates the effectiveness of the evacuation strategies, including how warning systems were used to reduce the impact of the storms. Research the long-term adaptation strategies implemented after Hurricane Katrina in the USA and Cyclone Aila in Bangladesh. - Focus on improvements in infrastructure (e.g., storm-surge barriers, reinforced buildings) and land-use planning (e.g., zoning regulations, relocation). - Create a proposal for a coastal city at risk from tropical storms, suggesting long-term strategies to mitigate storm damage, drawing lessons from both case studies. Past exam questions: 1.5.docx
		1.6: Preparing for and Responding to Tropical Cyclones I can describe how countries prepare for and respond to tropical cyclones using weather forecasting, satellite technology, and tracking systems. I can explain how warning systems and evacuation strategies help reduce cyclone impacts and save lives. I understand how storm-surge defences, reinforced infrastructure, and land-use planning help mitigate cyclone damage. I can evaluate the effectiveness of preparation and response strategies by comparing case studies of one developed country and one developing or emerging country					Research how countries use weather forecasting, satellite technology, and tracking systems to prepare for tropical cyclones. - Choose either Hurricane Katrina or Cyclone Aila and describe the technology used to track these storms. - Create a timeline showing key events, including when the storm was first detected, forecasts issued, and the response measures taken. - Discuss how these technologies helped in preparation and response to the storm. Investigate the role of warning systems and evacuation strategies in reducing cyclone impacts. - Compare the evacuation strategies used in the response to Hurricane Katrina and Cyclone Aila. - Create a comparison chart showing how these strategies were implemented, including the effectiveness of early warnings, evacuation timing, and population movement. - Write a brief analysis of how these strategies helped reduce casualties and damage in both cases. Research how storm-surge defences, reinforced infrastructure, and land-use planning help mitigate cyclone damage. - Compare the approaches taken in the United States (Hurricane Katrina) and Bangladesh (Cyclone Aila). - Create a diagram illustrating the types of infrastructure (e.g., flood barriers, reinforced buildings) and land-use planning measures used in both countries. - Explain how these strategies reduce the impact of cyclones on communities. Evaluate the effectiveness of preparation and response strategies for Hurricane Katrina and Cyclone Aila. - Create a table comparing the outcomes of the response in a developed country (USA) and a developing/emerging country (Bangladesh).

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Topic	Paper	Key knowledge/skills/questions	R	A	G	Revised	Suggested resources/revision activities/links
							Consider factors such as the speed of evacuation, effectiveness of storm-surge defences, and the response of the government and local communities. Write a short report discussing what worked well and what could have been improved in both cases.
		Skills Development I can use GIS to track the movement of tropical cyclones. I can use weather and storm-surge data to calculate the Saffir-Simpson magnitude of a tropical cyclone. I can use social media sources, satellite images, and socio-economic data to assess the impact of tropical cyclones.					Use GIS software or online tools to track the movement of a tropical cyclone (e.g., Hurricane Katrina or Cyclone Aila). - Plot the storm's path on a map, marking key data points such as landfall, intensity changes, and affected areas. - Analyse the storm's movement and describe how GIS technology helps predict the cyclone's future path, intensity, and potential impact on communities. Use weather and storm-surge data to calculate the Saffir-Simpson magnitude of a tropical cyclone. - Select a tropical cyclone (e.g., Hurricane Katrina) and gather data on wind speed, storm surge, and pressure. - Calculate the cyclone's Saffir-Simpson category based on the data and explain how the magnitude of the storm correlates to potential damage. Use social media sources, satellite images, and socio-economic data to assess the impact of a tropical cyclone. Choose a storm (e.g., Typhoon Haiyan or Cyclone Aila) and gather information from various sources such as Twitter, Instagram, and government reports.
		1.7: Earth's Layered Structure and Plate Tectonics I can describe the Earth's layered structure, including the crust, mantle, outer core, and inner core, as well as the asthenosphere. I can describe how each layer has different physical properties, including temperature, density, composition, and physical state. I understand how the core's internal heat, generated through radioactive decay, drives convection currents in the mantle, which is the key foundation for plate motion.					Draw a cross-section diagram of the Earth showing the crust, mantle, outer core, inner core, and asthenosphere. - Label each layer and include information about its temperature, density, composition, and physical state. - Add brief descriptions of the characteristics of each layer and how they contribute to the Earth's overall structure. Create a chart comparing the physical properties (e.g., temperature, density, composition) of each Earth layer. - Explain how these properties differ from layer to layer and why they vary (e.g., why the inner core is solid, and the outer core is liquid). - Discuss how these properties influence tectonic processes. Create a diagram to explain how convection currents in the mantle are generated by heat from the Earth's core. - Label the core and mantle in your diagram and explain how radioactive decay generates heat and drives convection currents. Describe how these currents are responsible for plate movement and tectonic activity.
		1.8: Plate Boundaries and Tectonic Hazards I can describe the distribution and characteristics of the three main plate boundary types (conservative, convergent, and divergent) and hotspots. I can explain how different plate boundaries create contrasting volcanic and earthquake hazards, including volcano types, magma composition, lava flows, and explosivity.					Draw a diagram showing the three main plate boundary types: conservative, convergent, and divergent, and hotspots. - Label each boundary type and describe how the plates move at each boundary. - Include examples of regions where each boundary type is found (e.g., divergent at the Mid-Atlantic Ridge, convergent at the Himalayas). Create a table comparing the characteristics of volcanic and earthquake hazards at different plate boundaries. - For volcanoes, include volcano types, magma composition, lava flows, and explosivity. - For earthquakes, discuss the differences in magnitude, depth, and whether they lead to tsunamis. Create a diagram or chart that compares shallow-focus and deep-focus earthquakes. - Explain how the depth of an earthquake affects its magnitude and the likelihood of it triggering a tsunami. Include examples of shallow and deep-focus earthquakes and discuss their impacts (e.g., the 2004 Indian Ocean Tsunami).

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Topic	Paper	Key knowledge/skills/questions	R	A	G	Revised	Suggested resources/revision activities/links
		I understand how earthquakes can vary in magnitude and depth and how some result in tsunamis, with differences between shallow-focus and deep-focus events.					
		1.9: Tectonic Hazards and Their Management in Contrasting Locations I can describe the primary and secondary impacts of earthquakes or volcanoes on property, infrastructure, and people in both a developed country (Japan) and a developing country (Haiti). I can explain how different levels of economic development affect hazard management, including short-term relief efforts such as emergency shelter and supplies. I understand the importance of long-term planning, including investment in trained and funded emergency services, land-use planning, and infrastructure improvements. I can evaluate the effectiveness of preparation strategies, including warning and evacuation systems, building design, and prediction techniques, in mitigating the impacts of tectonic hazards in Japan and Haiti.					Compare the primary and secondary impacts of earthquakes or volcanoes on property, infrastructure, and people in Japan and Haiti. - Create a table or chart listing primary impacts (e.g., building collapse, loss of life) and secondary impacts (e.g., economic disruption, disease outbreaks) for both countries. - Discuss how the severity of these impacts differs based on the level of economic development in each country. Research how the economic development of Japan and Haiti affects their hazard management strategies, focusing on short-term relief efforts. - Create a comparison chart for the emergency shelter and supplies provided in both countries following an earthquake or volcanic eruption. - Explain why economic development allows Japan to respond differently than Haiti, considering resources available for recovery. Investigate the importance of long-term planning in disaster management, focusing on trained emergency services, land-use planning, and infrastructure improvements. - Create a flowchart illustrating how investment in these areas can reduce the impacts of tectonic hazards. - Compare Japan's investments with Haiti's, highlighting differences in their approaches to long-term planning. Evaluate the effectiveness of preparation strategies in Japan and Haiti, such as warning systems, evacuation plans, building design, and prediction techniques. - Create a pros and cons list of these strategies for both countries. Discuss how these strategies have helped to mitigate the impacts of tectonic hazards, and which approaches are most effective in each country.
		Skills Development I can interpret a cross-section of the Earth to understand its structure and internal processes. I can use and interpret world maps showing the distribution of tectonic plates and plate boundaries. I can use the Richter Scale to compare the magnitude of different earthquake events. I can use social media sources, satellite images, and socio-economic data to assess the impact of tectonic hazards.					Use a world map showing the distribution of tectonic plates and plate boundaries. - Label the main tectonic plates (e.g., Pacific Plate, Eurasian Plate) and identify different types of plate boundaries (e.g., convergent, divergent, transform). - Highlight active regions (e.g., the Ring of Fire) and discuss how these areas are prone to earthquakes and volcanic activity. Use the Richter Scale to compare the magnitudes of different earthquake events. - Select two significant earthquakes (e.g., the 2011 Tohoku earthquake and the 2010 Haiti earthquake) and calculate their magnitudes on the Richter Scale. - Discuss how the difference in magnitude affects the level of destruction, taking into account factors like depth and distance from the epicentre. Use social media sources, satellite images, and socio-economic data to assess the impact of a recent tectonic hazard (e.g., an earthquake or volcanic eruption). - Choose a recent event, such as the 2010 Haiti earthquake or the 2011 Tohoku earthquake.

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2							Analyse data from social media (e.g., Twitter, Instagram), satellite imagery, and socio-economic reports to understand the impacts on local populations, infrastructure, and economies.
		2.1: Measuring Global Inequality I can describe different ways to measure development, including economic (GDP, GNI), social (HDI, literacy rates, life expectancy), and environmental indicators. I can explain how composite indicators like the Human Development Index (HDI) provide a more comprehensive understanding of development. I understand how global patterns of development show disparities between high-income, middle-income, and low-income countries.					Choose one economic indicator (GDP or GNI), one social indicator (HDI, literacy rates, or life expectancy), and one environmental indicator. Write a brief description of how each measures development and explain why these indicators are important for understanding global inequality. Research the Human Development Index (HDI) and explain how it combines different indicators (income, education, life expectancy) to measure development. Write a paragraph explaining how HDI provides a more comprehensive understanding of a country's development compared to using individual indicators. Study a global development map and identify patterns of development across different countries. Past exam questions: 2.1.docx
		2.2: Global Inequality and Theories of Development I can describe the causes and consequences of global inequalities, including social (education, health), historical (colonialism, neo-colonialism), environmental (climate, topography), economic, and political (governance, international relations) factors. I can explain how different theories, including Rostow's Modernisation Theory and Frank's Dependency Theory, describe how and why countries develop over time. I understand how different strategies and policies have been used to address global inequalities and their varying levels of success.					Create a table for social, historical, environmental, economic, and political factors. For each factor, list an example (e.g., colonialism) and explain how it has affected a specific location. Include brief explanations for each example, such as how colonialism has influenced economic inequality in countries like India or the historical impact of slavery on African nations. Draw diagrams representing Rostow's Modernisation Theory and Frank's Dependency Theory. For each theory, write a short explanation of how the theory describes the process of development and the relationship between developed and developing countries. Include the key stages or concepts of each theory, such as Rostow's stages of economic growth or Frank's view on exploitation through dependency. Research and evaluate two strategies or policies that have been used to address global inequalities, such as international aid, fair trade, or debt relief. Discuss the success or challenges of each strategy in reducing global inequalities. Past exam questions: 2.2.docx
		Skills Development I can use and interpret income quintiles to analyse global inequality e.g. champagne distribution					Research the concept of "champagne distribution" of income, where wealth is disproportionately concentrated in the top quintiles, similar to the shape of a champagne glass (wide at the bottom, narrowing at the top). Use income quintiles to analyse global inequality by comparing the income distribution in a high-income country (e.g., the UK or USA) with a low-income country (e.g., India or Brazil). - Create a diagram of the champagne distribution to represent the income distribution in both countries. - Write a brief explanation discussing how the top income quintiles in both countries are disproportionately wealthy and the impact of this inequality on global development.
		2.3: Approaches to Development and Their Success I can describe the characteristics of top-down and bottom-up development					Compare top-down and bottom-up development strategies by creating a Venn diagram. Include characteristics like scale, aims, funding, and technology for both strategies.

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Topic	Paper	Key knowledge/skills/questions	R	A	G	Revised	Suggested resources/revision activities/links
		strategies, including their scale, aims, funding, and technology. I can explain the roles of different players in globalisation and development, including transnational corporations (TNCs), governments, and international institutions. I understand why some countries have benefitted more from globalisation than others and how it has influenced their development pathways. I can evaluate the advantages and disadvantages of different approaches to development, including: NGO-led projects using intermediate technology to address local needs. Inter-governmental organisation (IGO)-funded large infrastructure projects, such as dams and transport networks. Foreign direct investment (FDI) by TNCs, examining both economic growth and social/environmental impacts.					- Use the Sardar Sarovar Dam as an example of a top-down project and biogas initiatives in rural India as a bottom-up example. Explain how each approach has impacted the community and the environment, focusing on social, economic, and ecological outcomes. Choose two countries that have benefited differently from globalisation (e.g., China and Sub-Saharan Africa). - Create a comparison table summarising how globalisation has influenced their development pathways (e.g., economic growth, social impacts, inequality). - Discuss why one country has benefited more and how it has affected their development. Evaluate the advantages and disadvantages of three different approaches to development: NGO-led projects using intermediate technology (e.g., clean water systems). IGO-funded large infrastructure projects (e.g., dams, transport networks). FDI by TNCs (e.g., factories or tech companies in developing countries). - Create a pros and cons list for each approach, including both social and environmental impacts, and provide a real-world example of each. Past exam questions: 2.3.docx
		2.4: Development of India and Its Context I can describe how the site, situation, and connectivity of India influence its national, regional, and global development context. I can explain India's significance in national (environmental and cultural), regional, and global contexts. I understand the broad political, social, cultural, and environmental factors that shape India's position in its region and globally.					Research how the site (location), situation (surrounding countries and geography), and connectivity (transport, trade routes, digital links) of India influence its development. - Create a map of India showing key geographical features (e.g., rivers, mountains, ports) and trade routes. - Write a short explanation of how these factors help or hinder India's development at national, regional, and global levels. Explain India's significance in national, regional, and global contexts. - Create a chart or diagram summarising India's importance in different areas (e.g., its cultural influence, economic power, environmental issues). - Choose one example for each context (e.g., Bollywood for cultural, IT industry for economic, climate change for environmental) and explain its impact. Research the key political, social, cultural, and environmental factors that shape India's position in its region and globally. - Create a timeline or infographic showing these factors and their effects on India's development (e.g., democracy, population growth, pollution, or cultural heritage). - Discuss how these factors influence India's role on the global stage, using specific examples (e.g., its role in climate change talks or trade agreements). Past exam questions: none

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Topic	Paper	Key knowledge/skills/questions	R	A	G	Revised	Suggested resources/revision activities/links
		2.5: India's Rapid Economic Change Due to Globalisation I can describe the key economic trends in India since 1990, including changes in GDP, per capita GNI, the relative importance of economic sectors, and patterns of imports, exports, and foreign direct investment. I can explain the role of globalisation in India's development, highlighting advances in communication and transport technology, the influence of transnational corporations (TNCs), and outsourcing practices. I understand the impact of government policies on India's economic development, including tied and multilateral aid, investments in education and infrastructure, and pro-FDI strategies.					Create a graph comparing key economic indicators in India since 1990, such as GDP, per capita GNI, and the relative importance of different economic sectors (e.g., agriculture, industry, services). - Discuss the changes in imports, exports, and foreign direct investment (FDI) over this period. - Explain how these trends reflect India's economic growth and globalisation. Create a visual mind map that shows how globalisation has contributed to India's economic development. - Include key factors like advances in communication and transport technology, the role of transnational corporations (TNCs), and the practice of outsourcing. - Write a brief explanation of how each factor has contributed to India's growth in the global market. Research and explain how government policies (e.g., multilateral aid, investments in education and infrastructure, and pro-FDI strategies) have influenced India's economic growth. - Create a flowchart that shows how these policies have led to increased investment, improved infrastructure, and economic development. Compare how these policies have shaped India's development compared to other countries.
		2.6: Positive and Negative Impacts of India's Rapid Economic Growth I can describe how rapid economic change has contributed to demographic changes in India, including shifts in fertility and death rates, urbanisation through rural-urban migration, city growth, and the development of regions with different socio-economic characteristics. I can explain both the positive and negative impacts of India's economic development on different age and gender groups, considering improvements in living standards as well as challenges like inequality and employment disparities. I understand how India's rapid economic growth and globalisation have impacted the environment, including air, water, and land pollution, greenhouse gas emissions, and their effects on human health and global climate change.					Create a timeline or infographic showing key demographic changes in India over the last few decades. - Focus on shifts in fertility and death rates, urbanisation, and the growth of cities. - Illustrate the movement of people from rural to urban areas and how different regions have developed with varying socio-economic characteristics. Create a comparison chart that explains the positive and negative impacts of India's rapid economic growth on different age and gender groups. - Include factors like improvements in living standards, inequality, and employment disparities. - Discuss how economic growth has benefited or disadvantaged certain groups, such as women, youth, or elderly populations. Research how India's economic growth and globalisation have impacted the environment, focusing on air, water, and land pollution, greenhouse gas emissions, and effects on human health. - Create a visual diagram showing the connection between economic growth and environmental degradation (e.g., increased pollution, resource depletion). - Discuss the effects of these changes on global climate change and the health of the population.
		Skills Development					Use available economic data (e.g., GDP growth, per capita income, employment sectors) to create a profile of India's economic development.

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Topic	Paper	Key knowledge/skills/questions	R	A	G	Revised	Suggested resources/revision activities/links
		I can use numerical economic data to profile India's economic development and assess key trends. I can use proportional flow-line maps to visualise India's trade patterns and the movement of goods and services. I can analyse trade and economic data to identify strengths and weaknesses in India's global position.					- Graph key trends like GDP growth, per capita income, and shifts in economic sectors (e.g., agriculture to services). - Analyse these trends to assess India's overall economic performance and highlight areas of growth or concern. Create a proportional flow-line map showing India's trade patterns, highlighting the movement of goods and services to key countries. - Use data on imports and exports to show major trading partners and the volume of trade. - Discuss how trade flows reflect India's global economic position and which sectors (e.g., IT, agriculture) are most prominent in trade. Analyse India's trade and economic data to identify its strengths and weaknesses in the global market. - Use indicators like trade balance, FDI inflows, and industrial output to assess India's position globally. Create a SWOT analysis (Strengths, Weaknesses, Opportunities, Threats) based on India's trade and economic data.
		2.7: India's Changing International Role Due to Rapid Economic Development I can describe how India's rapid economic development has changed its geopolitical influence, including its growing regional power, role in international organisations, and relationships with the EU and USA. I can explain the conflicting views about the costs and benefits of India's changing international relations, including the impact of foreign investment by transnational corporations (TNCs) on India's economic development. I understand how India's evolving role in the global economy is reshaping its political and economic partnerships, as well as domestic perspectives on these changes.					Create a timeline or map that highlights how India's geopolitical influence has evolved over the past few decades. - Include milestones such as India's growing regional power, its role in international organisations (e.g., UN, BRICS), and its changing relationships with the EU and USA. - Explain how India's economic growth has contributed to this shift in influence. Research and summarise the conflicting views about the costs and benefits of India's changing international relations. - Focus on the impact of foreign investment by transnational corporations (TNCs) on India's economic development. - Create a pros and cons chart discussing how foreign investment might benefit India in terms of economic growth and job creation, versus potential downsides like cultural influence and economic dependency. Create a report or visual presentation discussing how India's evolving role in the global economy is reshaping its political and economic partnerships. - Discuss how India's growing economy affects its relationships with countries like the USA, China, and the EU. Investigate how domestic perspectives (e.g., local industries, political parties) view these changes and whether they support or challenge India's global positioning.
3	1	3.1: Global Urbanisation Trends I can describe past and current global trends in urbanisation since 1980, including variations between global regions and future projections. I can explain the global distribution and growth rates of megacities, their size and location, and their disproportionate economic and political influence in certain countries (urban primacy). I understand how urbanisation patterns have evolved over time and how they shape the global landscape today					Create a timeline of global urbanisation from 1980 to now. Highlight key cities that grew rapidly and predict the next big urban growth hotspots. Create a world map highlighting megacities (over 10 million people). Use different colours or symbols to show their size, growth rates, and economic/political influence. Add annotations explaining why these cities have become so powerful and influential in their regions. Past exam questions: 3.1.docx

Topic	Paper	Key knowledge/skills/questions	R	A	G	Revised	Suggested resources/revision activities/links
		3.2: Socio-Economic Processes Driving Urbanisation I can describe how economic change and migration (both national and international) contribute to the growth and decline of cities in developing, emerging, and developed countries. I can explain the differences in urban economies across developing, emerging, and developed countries, including formal versus informal employment, the relative importance of economic sectors, and variations in working conditions. I understand how socio-economic processes shape urbanisation patterns and the challenges cities face as they grow					Create a "Migration and Economy" map. Choose a city in a developing, emerging, or developed country, and illustrate how migration (national and international) and economic shifts have driven its growth or decline. Add annotations explaining key events or trends that have impacted urbanisation. Pick three cities—one from a developing, emerging, and developed country (e.g. Kampala, Rio de Janeiro, London). Create a Venn diagram comparing their urban economies, focusing on formal vs. informal employment, key economic sectors, and working conditions. Include visuals like charts to show differences. Imagine you are an urban planner for Rio de Janeiro. Create a report or presentation on the socio-economic challenges the city faces, such as housing, employment, and infrastructure. Propose creative solutions to balance economic growth with quality of life, focusing on both formal and informal sectors. Past exam questions: 3.2.dotx
		Skills Development I can use and interpret line graphs and calculate rates of change, including annual or decadal percentage growth.					Look at a line graph showing population growth in a city (e.g., Rio de Janeiro or Kampala) over the past few decades. Calculate the annual or decadal percentage growth in population. Identify trends and explain possible reasons for growth or decline (e.g., migration, urbanisation, economic changes).
3	1	3.3: Changes in Urban Land Use Over Time I can describe how urban population numbers, distribution, and spatial growth change over time, including processes like urbanisation, suburbanisation, de-industrialisation, counter-urbanisation, and regeneration. I can explain the characteristics of different urban land uses (commercial, industrial, residential) and the factors influencing these uses, such as accessibility, availability, cost, and planning regulations. I understand how cities evolve and the social, economic, and environmental impacts of changing land use patterns					Create a timeline showing how urban population numbers, distribution, and spatial growth have changed over time. - Label key processes such as urbanisation, suburbanisation, de-industrialisation, counter-urbanisation, and regeneration. - Include a brief explanation of how each process has affected the city's physical expansion and population distribution. Key terms: Urbanisation, Suburbanisation, De-industrialisation, Counter-urbanisation, Regeneration. Draw a map of a city showing its main land uses: commercial, industrial, and residential. - Label areas where each land use is located and explain the factors that influence where each type is found, such as accessibility, availability, cost, and planning regulations. - Add a description of how land uses might change over time as the city grows or faces economic shifts. Key terms: Commercial, Industrial, Residential, Accessibility, Availability, Cost, Planning regulations. Select an urban area (e.g., a city in your country or a case study like Rio de Janeiro). - Investigate the social, economic, and environmental impacts of changing land use patterns over time (e.g., industrial areas being replaced with residential ones, or urban regeneration). Create a comparison of the impacts before and after the land use changes, focusing on factors like housing availability, employment, and pollution.
		3.4: Rio de Janeiro's Location, Growth, and Structure I can describe the significance of Rio's site, situation, and connectivity within a national					Create a map of Rio de Janeiro, highlighting its site (location), situation (geographical context), and connectivity (e.g., transport, trade routes, airports). Explain how Rio's coastal position, proximity to the Amazon, and strong transport links (e.g., ports, airports) influence its significance on a national, regional, and global level.

		(environmental and cultural), regional, and global context. I can explain Rio's urban structure, including its Central Business District (CBD), inner city, suburbs, and urban-rural fringe, and how these areas differ in terms of functions and building age.				Draw a diagram or map showing Rio's Central Business District (CBD), inner city, suburbs, and urban-rural fringe. - Label each area and describe how they differ in terms of functions (e.g., commercial, residential, industrial) and building age. - Discuss how these areas are interrelated and how the city has expanded and developed over time. Select two contrasting areas of Rio (e.g., CBD vs. a suburban area). - Create a table comparing their land use, function, and building age. Explain how these areas serve different purposes in Rio's urban economy and lifestyle, and how they've changed over time.
		Skills Development I can use satellite images to identify different land use zones in urban areas. I can interpret spatial patterns of development and change using remote sensing data.				Use satellite images of Rio de Janeiro or any urban area to identify different land use zones (e.g., residential, commercial, industrial). - Colour-code the image to represent each zone and label the key areas (e.g., CBD, suburban areas). - Write a brief explanation of how satellite images help in identifying and differentiating land uses in urban environments. Analyse a series of satellite images of an urban area over time (e.g., Rio de Janeiro or another city). - Identify changes in land use and development (e.g., urban sprawl, green space loss). Create a before-and-after map showing the changes and explain how remote sensing data provides insights into urban growth and transformation.
4	2	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 result from the				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.

		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 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			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). - 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).

					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. 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. 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. 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. 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.

	• I understand the costs and benefits of different coastal management approaches, including hard engineering (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 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). • 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, 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.				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.
	Skills Development • I can use 1:25000 and 1:50000 OS maps, and GIS to investigate what is threatened by rapid erosion.				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.

		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.			- 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). - 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 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.			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. - 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.

		I can evaluate the effectiveness of soft engineering strategies such as floodplain retention and river restoration in reducing long-term flood risks sustainably.				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 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.				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. 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 floodings 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
		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				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.

	increased foreign direct investment (FDI) and the role of 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. 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.				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. - 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. 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				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.

6		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.			- 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. 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.			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?" - 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). 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			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?

		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. 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.				- 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. 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. I understand how different coastal management approaches impact erosion rates and sediment transport in Herne Bay. Drawing Evidenced Conclusions				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. - Use your field data to evaluate how these approaches are working (or not working) in slowing erosion or managing sediment.

		• 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. • I can propose improvements to fieldwork methods for more accurate and comprehensive data collection.			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. 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.
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