

## Curriculum Key Stage 4 (GSCE) Autumn Term-Year:10 – Rivers & Ice

TOPIC	KEY QUESTIONS	SPECIFIC LEARNING OUTCOMES	
R I V E R S	<b>HOW DOES A RIVER?</b>  i. Erode Material from the land? ii. Transport this Material? iii. Deposit this Material elsewhere?	Give a Description and Explanation of:-  ♦ Erosion = Corrasion, Attrition, Solution, and Hydraulic Action ♦ Transportation = Suspension, Saltation, Traction (rolling) Solution ♦ How Deposition occurs when a river loses it's energy	
	<b>What LANDFORMS give a RIVER VALLEY it's distinctive character?</b>  How are these LANDFORMS shaped by the effects of process, structure and time?.	Give a Description and Explanation of:-  ♦ V-Shaped Valleys, Interlocking Spurs, ♦ Waterfalls and Gorges, ♦ Floodplains, Meanders, and Oxbow Lakes ♦ Estuaries	
	<b>How do Physical and Human factors contribute to River Flooding?</b>  What attempts may be made to reduce the effects of flooding?	Show knowledge and understanding of the causes and effects of River Flooding.  Be able to give an Evaluation of schemes for control of River Flooding.  Scale/Place = e.g's Lynmouth 1952, N.Wales coastal Floods 1990, Northampton 1999, Boscastle 2004, New Orleans (USA) 2005	
I C E	<b>What is the nature of WEATHERING and MASS MOVEMENT?</b>	Give a Description and Explanation of:-  ♦ How Ice Weathering (freeze-thaw) together with MASS MOVEMENT causes the formation of SCREE SLOPES. ♦ CHEMICAL WEATHERING ♦ The process of SOIL CREEP  Scale/Place = Small/British Isles	
	<b>How do GLACIERS?</b>  i. Erode the land? ii. Transport the eroded material? iii. Deposit the eroded material?	Give a Description and Explanation of:-  ♦ How PLUCKING and ABRASION occur, above, within, and below the ice. ♦ How does a glacier moves. ♦ What happens when a glacier melts/loses its energy?  Scale/Place = Small/British Isles/Global	
	<b>What LANDFORMS give the upland glaciated landscape it's character?</b>  How are these landforms created?	Give a Description and explanation of:-  <table style="width: 100%; border: none;"> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <li>• Corries and Corrie Lakes</li> <li>• Aretes,</li> <li>• Glacial Valleys (Troughs)</li> <li>• Hanging Valleys</li> </ul> </td> <td style="vertical-align: top; padding-left: 20px;"> <ul style="list-style-type: none"> <li>• Pyramidal Peaks</li> <li>• Terminal Moraines</li> <li>• Ribbon Lakes</li> </ul> </td> </tr> </table> Scale/Place = Small/British Isles	<ul style="list-style-type: none"> <li>• Corries and Corrie Lakes</li> <li>• Aretes,</li> <li>• Glacial Valleys (Troughs)</li> <li>• Hanging Valleys</li> </ul>
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# Curriculum Key Stage 4 (GSCE) Autumn Term-Year:10

## Economic & Social Change Influence Urban Development

TOPIC		KEY QUESTIONS	SPECIFIC LEARNING OUTCOMES
U R B A N  D E V E L O P M E N T	D	<b>What URBAN LAND-USE PATTERNS can be identified?</b>	Be able to Identify and Explain:- <ul style="list-style-type: none"> <li>◆ URBAN LAND-USE PATTERNS .</li> </ul> Give a Description and explanation of:- <ul style="list-style-type: none"> <li>◆ the SOCIO-ECONOMIC CHARACTERISTICS of the following?-</li> </ul> 1. Central Business District (CBD) 2. Inner City 3. Suburbia <i>Scale/Place:- U.K. Urban</i>
	E	<b>What are the consequences of urban change?</b>  What attempts are being made to respond to these consequences	Be able to Identify and understand issues and strategies associated with:- <ul style="list-style-type: none"> <li>◆ Inner City Changes - urban decay and strategies for regeneration</li> <li>◆ Suburban Expansion - urban sprawl and strategies to manage expansion, including TRANSPORT ISSUES</li> <li>◆ Change in Rural Areas - effects on rural communities and strategies to manage and respond to change. <i>(Decision-making/problem-solving skills needed here)</i></li> </ul> <i>Scale/Place: U.K Urban /U.K Rural Area</i>
	M	<b>How and Why do urban areas differ between MEDC's and LEDC's?</b>	Appreciate the differences in:- <ul style="list-style-type: none"> <li>◆ The speed of growth</li> <li>◆ Land-Use patterns and their recent changes <i>(data interpretation/map/photo analysis needed here)</i></li> </ul> <i>Scale/PlaceTown/.City/Region in an MEDC and an LEDC</i>
	T	<b>How does URBAN GROWTH reflect INTERNAL INEQUALITIES within LEDC's</b>	Be able to give a description of the patterns, and an understanding of the causes of:- <ul style="list-style-type: none"> <li>◆ Internal inequalities within one LEDC <i>(sketch maps, map interpretation needed here)</i></li> </ul> <i>Scale/Place:- an LEDC</i>

## Curriculum Key Stage 4 (GSCE) Spring Term-Year:10 Weather, Climate & Tourism

TOPIC	KEY QUESTIONS	SPECIFIC LEARNING OUTCOMES
<b>W &amp; E C  A L  T I  H M  E A  A T  R E</b>		<b><u>At the end of the Module Students should be have/be able to:-</u></b>
	What makes up <b>WEATHER</b> ?	<ul style="list-style-type: none"> <li>◆ Understanding and interpret records of weather elements: <i>(including weather data)</i></li> <li>◆ air temperature, precipitation, air pressure, wind direction and force, sunshine totals</li> </ul>
	<b>How do different AIR MASSES influence the WEATHER of the BRITISH ISLES?</b>	A basic recognition in terms of TEMPERATURE and PRECIPITATION - the characteristics of the following AIR MASSES i.e. <i>POLAR, TROPICAL, CONTINENTAL and MARITIME air</i>
	How does the <b>WEATHER</b> vary over the British <b>Isles</b> according to the <b>AIR MASSES</b> and <b>PRESSURE SYSTEMS</b>	DESCRIBE and EXPLAIN the contrasting WEATHER PATTERNS associated with <ul style="list-style-type: none"> <li>◆ A <i>DEPRESSION</i> and its associated FRONTS</li> <li>◆ AN <i>ANTICYCLONE</i>,</li> </ul> <i>(interpretation of satellite images/weather maps needed)</i>
	<b>What are the factors AFFECTING CLIMATE?</b>	Have an understanding of the EFFECTS of :-  Latitude, Altitude, Aspect, Distance from the Sea (continentality) on TEMPERATURE and PRECIPITATION PATTERNS in the: -  1. British Isles 2. Mediterranean region of Europe <i>(including Atlas map interpretation)</i>
<b>TOURISM</b>	What factors account for the <b>NATURE OF TOURISM</b> ?	For both small regions:- a knowledge and understanding of:- <ul style="list-style-type: none"> <li>◆ the nature of PHYSICAL and HUMAN FACTORS affecting the type of Tourism i.e. relief, climate, social, economic and cultural factors</li> <li>◆ The changing patterns of Tourism over time.</li> <li>◆ The ENVIRONMENTAL IMPACTS of tourism in that area e.g type of facilities</li> </ul> The attempts to develop SUSTAINABLE GROWTH in these areas e.g. planning policies <i>(Sketch Map skills of both small regions are needed)</i>

# Curriculum Key Stage 4 (GSCE) Autumn Term-Year:11

## Economic Activities & their Consequences.

TOPIC	KEY QUESTIONS	SPECIFIC LEARNING OUTCOMES
<b>E C O N O M I C  A C T I V I T I E S</b>	What <b>FACTORS</b> affect the <b>LOCATION</b> and changing characteristics of the following <b>ECONOMIC ACTIVITIES</b> :-	<p><b><u>At the end of the Module Students should have/be able to:-</u></b></p> <p>A knowledge and understanding of the influence of:</p> <p>climate, relief, site, soil, raw materials, transport, capital, labour, markets, tenure (<i>owned/rented,</i>) technology, Government at National and E.U level and environmental pressures <b>where appropriate</b> to the economic activities below:-</p> <p style="text-align: center;"><i>Scale/Place U.K/Global</i></p>
	Why have <b>URBAN/INDUSTRIAL</b> areas seen a <b>DECLINE</b> in the traditional primary and secondary industries?  How <b>SUCCESSFUL</b> are these areas in experiencing a <b>REGENERATION</b> through new modern secondary, tertiary and quaternary industries locating in the area?	<p>A knowledge and understanding of: -</p> <ul style="list-style-type: none"> <li>• The characteristics of a TRADITIONAL INDUSTRY (steel)</li> <li>• The original <b>FACTORS</b> of <b>LOCATION</b> of this <b>INDUSTRY</b></li> <li>• The <b>FACTORS</b> leading to its <b>DECLINE</b> in the region and the social consequences</li> <li>• The <b>LOCATION</b> and <b>GROWTH</b> of modern industries (high-tech) in</li> <li>• The levels of <b>SUCCESS</b> of <b>REGENERATION</b> in this area.</li> </ul> <p style="text-align: center;"><i>Scale/Place = a U.K. Region</i></p>
	What are:-  The characteristics of one major <b>FARMING-TYPE</b> . The recent changes in this farming type and their social consequences	<p>A knowledge and understanding of: -</p> <ul style="list-style-type: none"> <li>• The characteristics of <b>HILL SHEEP FARMING</b></li> <li>• The nature and causes of changes that have taken place in this farming type in recent years e.g. <b>DIVERSIFICATION</b></li> <li>• The social consequences, in <b>RURAL AREAS</b> of these changes( <i>Decision-making and Problem-solving skills needed here</i>)</li> </ul> <p style="text-align: center;"><i>Scale/Place:- One region in U.K. e.g. Central Wales</i></p>
	How do changing <b>SHOPPING HABITS</b> affect the <b>DISTRIBUTION</b> and <b>NATURE</b> of <b>RETAILING</b>	<p>An appreciation of:-</p> <ul style="list-style-type: none"> <li>• Changing shopping habits (<i>also consider Internet Shopping here</i>)</li> <li>• Shopping hierarchies within <b>URBAN</b> areas</li> <li>• The Move to <b>OUT-OF-TOWN</b> shopping and the <b>CONSEQUENCES</b> for <b>TRADITIONAL SHOPPING</b>.</li> </ul> <p style="text-align: center;"><i>Scale/Place: Urban area in the U.K. e.g. Cardiff, Newport etc.</i></p>

# Curriculum Key Stage 4 (GSCE) Autumn Term - Year:11

## Towards Sustainable Development of the Environment

MODULE	KEY QUESTIONS	SPECIFIC LEARNING OUTCOMES
<b>E</b>  <b>N</b>  <b>E</b>  <b>R</b>  <b>G</b>  <b>Y</b>	What are the issues of <b>SUSTAINABILITY</b> in the future development of <b>ENERGY RESOURCES</b>	<p><b><u>At the end of the Module Students should be have/be able to:-</u></b></p> <p>An understanding of the ARGUMENTS for and against the development of:-</p> <ul style="list-style-type: none"> <li>◆ RENEWABLE ENERGY SOURCES</li> <li>◆ NON-RENEWABLE ENERGY SOURCES</li> </ul> <p style="text-align: right;"><i>Scale/Place:- small/Regional/British Isles</i></p>
	What <b>FACTORS</b> need to be considered in the <b>LOCATION</b> of <b>WIND FARMS</b>	<p>The physical, climatic, human, economic and social considerations In the <b>LOCATION</b> of <b>WINDFARMS</b> <i>(problem solving and decision-making skills needed here)</i></p> <p style="text-align: right;"><i>Scale/Place:- small/Regional/British Isles</i></p>
	The Development of <b>RESOURCES</b> in one part of the world may be the result of a changing <b>DEMAND FROM OTHER COUNTRIES</b> .  How can the resources be <b>SUSTAINABLY DEVELOPED?</b>	<p>An understanding of the:</p> <ul style="list-style-type: none"> <li>◆ growth in demand for a resource</li> <li>◆ environmental effects of the development of this resource.</li> <li>◆ strategies for <b>SUSTAINABLE DEVELOPMENT</b> of this resource.</li> </ul> <p style="text-align: right;"><i>Scale/Place:- Global/International</i></p>
	<p><b>PHYSICAL</b> and <b>HUMAN FACTORS</b> combine to cause <b>ENVIRONMENTAL</b> change.</p> <p>How <b>EFFECTIVE</b> are <b>STRATAGIES</b> in dealing with this change?</p>	<p>An understanding of the cause, extent and effects of:-</p> <ul style="list-style-type: none"> <li>◆ DESERTIFICATION,</li> <li>◆ GLOBAL WARMING</li> </ul> <p>The significance and effects of <b>VALUES</b> and <b>ATTITUDES</b> in developing strategies for reducing the <b>CONSEQUENCES</b>. <i>(Atlas Map Interpretation needed here)</i></p> <p style="text-align: right;"><i>Scale/Place = Sahel/Global</i></p>

# Curriculum Key Stage 4 (GSCE) Spring Term-Year:11 – Global Citizenship & Interdependence

Module		KEY QUESTIONS	SPECIFIC LEARNING OUTCOMES
<b>DEVELOPMENT</b>		What contrasts in <b>DEVELOPMENT</b> are to be found in the world?	<p><b><u>At the end of the Module Students should be have/be able to:-</u></b></p> <p>i) Identify and evaluate the effectiveness of INDICATORS of DEVELOPMENT            ii) Understand Global PATTERNS of DEVELOPMENT (<i>GNP, HDI, PQLI and quality of life indicators</i>)            iii) Understand the Role of the AID AGENCIES in reducing GLOBAL INEQUALITIES and promoting SUSTAINABLE DEVELOPMENT</p> <p style="text-align: center;"><i>Scale/Place = Global</i></p>
	<b>P O P U L A T I O N</b>	<b>&amp; T R A D E</b>	<p>What are the <b>GLOBAL PATTERNS</b> of <b>POPULATION</b>?</p> <ul style="list-style-type: none"> <li>◆ Interpret WORLD POPULATION DISTRIBUTION</li> <li>◆ Interpret the DEMOGRAPHIC TRANSITION MODEL relating to changes in both LEDC's and MEDC's</li> <li>◆ Understand the ECONOMIC and SOCIAL IMPLICATIONS of the differing POPULATION STRUCTURE of both LEDC's and MEDC's</li> <li>◆ Make an Analysis of the CAUSES and CONSEQUENCES of <b>one</b> major POPULATION MIGRATION (<i>time graphs, population pyramids, description of atlas map needed here</i>)</li> </ul> <p style="text-align: center;"><i>Scale/Place – Global</i></p>
		What are the different <b>PATTERNS OF TRADE</b> in the world?	<p>i) An understanding of the terms IMPORT, EXPORT, SURPLUS and DEFICIT.            ii) The PATTERN of WORLD TRADE is:-</p> <ul style="list-style-type: none"> <li>◆ dominated by the MEDC's</li> <li>◆ shows the LEDC's as major contributors to trade in PRIMARY PRODUCTS</li> <li>◆ is increasingly grouped into TRADING BLOCS</li> </ul> <p>iii) An understanding of why <b>one</b> MEDC is a MAJOR CONTRIBUTOR to WORLD TRADE.            (<i>Map interpretation and CASE STUDIES needed here</i>)</p> <p style="text-align: center;"><i>Scale/Place = Global</i></p>
<b>INTER - DEPENDENCE</b>		Why is the world becoming an increasingly <b>GLOBAL ECONOMY</b> ?	<p>An understanding of the characteristics of one TRANSNATIONAL COMPANY (Multinational)</p> <ul style="list-style-type: none"> <li>◆ Advantages of GLOBALISATION for TRANSNATIONAL COMPANIES (TNC's)</li> <li>◆ ECONOMIC and SOCIAL effects on the HOST COUNTRY.</li> <li>◆ CASE STUDY of <b>one</b> named TRANSNATIONAL COMPANY, its PRODUCTION STRUCTURE &amp; GLOBAL LOCATIONS</li> </ul> <p style="text-align: center;"><i>Scale/Place = Global/National</i></p>