

Geography Key Stage 4

Curriculum map





1. Philosophy

Six underlying attributes at the heart of Oak's curriculum and lessons.

Lessons and units are **knowledge and vocabulary rich** so that pupils build on what they already know to develop powerful knowledge.

Knowledge is **sequenced** and mapped in a **coherent** format so that pupils make meaningful connections.

Our **flexible** curriculum enables schools to tailor Oak's content to their curriculum and context.

Our curriculum is **evidence informed** through rigorous application of best practice and the science of learning.

We prioritise creating a **diverse** curriculum by committing to diversity in teaching and teachers, and the language, texts and media we use, so all pupils feel positively represented.

Creating an **accessible** curriculum that addresses the needs of all pupils is achieved to accessibility guidelines and requirements.



2. Units



KS4 Geography is formed of 22 units and this is the recommended sequence:

Unit Title	Recommended year group	Number of lessons
1 Major landscapes of the UK	Year 10	1
2 Coasts	Year 10	15
3 Understanding development	Year 10	5
4 The economic future of the UK	Year 10	9
5 Understanding global urbanisation	Year 10	3
6 Urban change in Liverpool, UK	Year 10	9
7 Rivers	Year 10	14
8 The development gap	Year 10	7
9 Economic development in India	Year 10	9



10 Urban growth in Lagos, Nigeria	Year 10	7
11 Fieldwork (2 case studies)	Year 10	7
12 Population distribution in the UK	Year 10	1
13 Understanding natural hazards	Year 11	2
14 Tectonic hazards	Year 11	10
15 Climate change	Year 11	7
16 Climatic hazards	Year 11	11
17 Understanding ecosystems	Year 11	3
18 Tropical rainforests	Year 11	11
19 Hot deserts	Year 11	9
20 Understanding resources	Year 11	5
21 The global water resource	Year 11	10





3. Lessons

Unit 1 Major landscapes of the UK

1 Lessons

Lesson
number

Lesson question

Pupils will learn

1.

Physical landscapes of the UK

- Location of major upland, lowland, and river systems in the UK
-



Lesson
number

Lesson question

Pupils will learn

1.	Wave types and characteristics	<ul style="list-style-type: none">• In this lesson, we will look at the different types of waves and their characteristics.• The characteristics of constructive waves• The characteristics of destructive waves
2.	Coastal weathering and erosion	<ul style="list-style-type: none">• In this lesson, we will look at the erosion and weathering processes that occur along our coastline.• Weathering = mechanical and chemical• Erosion = hydraulic power, abrasion and attrition
3.	Mass movement	<ul style="list-style-type: none">• In this lesson, we will look at the different types of mass movement that occur along our coastline: sliding, slumping and rock falls.
4.	Transportation and deposition	<ul style="list-style-type: none">• In this lesson, we will look at transportation and deposition along our coastline.• Longshore drift



5. Landforms of erosion 1: Headlands and bays.

- In this lesson, we will look at how headlands and bays form along our coastline. We'll also have a chance to practice the important geographical skill of field sketches.
- Cliffs, headlands and bays

6. Landforms of erosion 2: Wave cut platforms

- In this lesson, we will look at how wave cut platforms form along our coastline. We will look at coastal landforms on a map and practice our maths skills.

7. Landforms of erosion 3: Caves, arches and stacks

- In this lesson, we will look at how caves, arches and stacks form along our coastline before practicing some vital map skills.

8. Landforms of deposition 1: Beaches and sand dunes

- In this lesson, we will look at how beaches and sand dunes form along our coastline. We'll also look at fieldwork data and how maths skills can be used to aid our analysis.

9. Landforms of deposition 2: Spits and bars

- In this lesson, we will look at how spits and bars form along our coastline.
-

10. Landforms on a UK coastline: Dorset Coast

- In this lesson, we will look at the Dorset coastline and its erosional and depositional landforms. We'll look at the Dorset coastline on a map and practice our map skills.



11. Coastal hard engineering

- In the lesson, we will look at the coastal hard engineering used on our coastlines.
- Sea walls
- Rock armour
- Gabions
- Groynes

12. Coastal soft engineering

- In this lesson, we will look at the coastal soft engineering used along our coastline.
- Beach nourishment.
- Reprofiling.
- Dune regeneration.

13. Managed retreat

- In this lesson, we will look at managed retreat that is sometimes used along our coastline.
 - Coastal realignment
-

14.

**A UK coastal management scheme:
Lyme Regis (Part 1)**

- In this lesson, we will look at an example of a UK coastal management scheme. We will focus on Lyme Regis and consider why they need to manage their coastline. We will also look at, and practice map skills.
- Reasons for management.
- Description of the strategy.
- Effects and conflicts.



15.

**A UK coastal management scheme:
Lyme Regis (Part 2)**

- In this lesson, we will continue to look at Lyme Regis as an example of a UK coastal management scheme. We will look at how the hard and soft engineering they used and the resulting effects and conflicts that occurred.
- Reasons for management.
- Description of the strategy.
- Effects and conflicts.



Lesson
number

Lesson question

Pupils will learn

1.

What is development?

- In this lesson, we will learn what development is and the two main ways in which it is measured. We will also learn how we can categorise countries according to their level of development.
- Classifying parts of the world according to economic development (economic indicators)
- Classifying parts of the world according to quality of life (social indicators)

2.

Economic and social measures of development

- In this lesson, we will learn about a range of economic and social measures of development, and how they are calculated.
- Economic and social measures of development: GNI, birth rate, death rate, infant mortality, life expectancy, people per doctor, literacy rates, access to safe water, HDI.



3. Limitations of economic and social measures of development

- In this lesson, we will learn about the weaknesses of a range of economic and social measures of development, and how they are calculated.
 - We will also look at an alternative, the human development index, a composite indicator that combines both economic and social measures.
-

4. The Demographic Transition Model

- In this lesson, we will learn about the the Demographic Transition Model. We will also look at how levels of development vary at the different stages of the model.
 - The link between stages and levels of development.
-

5. Population Pyramids

- In this lesson, we will learn about population pyramids. We will cover what they are, how they are interpreted, and how they link to the Demographic Transition Model.
 - How population pyramids look at each stage of the DTM.
-



Lesson number	Lesson question	Pupils will learn
1.	Causes of economic change in the UK	<ul style="list-style-type: none">• In this lesson, we will look at the causes of economic change in the UK, linked to three main factors: deindustrialisation, globalisation and government policies.
2.	A post-industrial economy in the UK (Part 1)	<ul style="list-style-type: none">• In this lesson, we will focus on the UK as a post-industrial economy, giving special focus to the development of IT, finance, research and service-based jobs.
3.	A post-industrial economy in the UK (Part 2)	<ul style="list-style-type: none">• In this lesson, we will continue to look at the UK as a post-industrial economy, focusing on the development of science and business parks.



4. How can modern industry in the UK become more sustainable?

- In this lesson, we will focus on the concept of sustainability, exploring the methods used by modern industry to be more environmentally sustainable.
 - A sustainable modern industrial development in the UK: The Unicorn Group, Northern Ireland
 - Impacts of industry on the physical environment
 - How The Union Group in Northern Ireland is more environmentally sustainable
-

5. A UK rural landscape experiencing growth: North Somerset

- In this lesson, we will focus on the trend of rural growth in the UK, with special focus given to North Somerset.
 - A UK rural landscape experiencing growth: North Somerset
 - Social changes in North Somerset
 - Economic changes in North Somerset
-

6. A UK rural landscape experiencing decline: Cumbria

- In this lesson, we will focus on the trend of rural decline in the UK, with special focus given to Cumbria.
 - A UK rural landscape experiencing decline: South Lakeland, Cumbria
 - Social changes in South Lakeland, Cumbria
 - Economic changes in South Lakeland, Cumbria
-



7. Transport developments in the UK

- In this lesson, we will focus on the transport developments that have happened in the UK to support economic growth.
 - Road and rail infrastructure in the UK
 - Port capacity in the UK
 - Airport capacity in the UK
-

8. The North-South divide in the UK

- In this lesson, we will explore the theory of the 'North-South divide' in the UK, with reference made to strategies used to close this gap.
-

9. Economic and political links between the UK and the wider world

- In this lesson, we will look at the importance of the UK economically and politically, on both a regional and global scale.
 - The EU
 - The Commonwealth
-



Lesson number	Lesson question	Pupils will learn
1.	Global urban change	<ul style="list-style-type: none">• In this lesson, we will look at how urbanisation occurred over time and how this varies across the world.• Patterns of urban change in HICs, LICs and NEEs.
2.	Factors affecting the rate of urbanisation	<ul style="list-style-type: none">• In this lesson, we will look at the factors affecting the rate of urbanisation. We will consider migration and natural increase and how they make our cities larger.• Migration (push and pull theory)• Natural increase
3.	Megacities	<ul style="list-style-type: none">• In this lesson, we will look at megacities and where they're located. We will consider their importance to our rapidly growing global population.• Definition and importance of megacities• Global distribution of megacities



Lesson number	Lesson question	Pupils will learn
1.	Location and importance of Liverpool	<ul style="list-style-type: none">• In this lesson, we will introduce the location of Liverpool and discuss the importance of the city nationally and internationally.
2.	Impacts of migration on Liverpool	<ul style="list-style-type: none">• In this lesson, we will consider the influence of both national and international migration on the culture of Liverpool.
3.	Opportunities of urban change in Liverpool (Part 1)	<ul style="list-style-type: none">• In this lesson, we will explore the social and economic opportunities that have been created through urban growth in Liverpool.• Social and economic opportunities (cultural mix, recreation and entertainment, employment, integrated transport systems).
4.	Opportunities of urban change in Liverpool (Part 2)	<ul style="list-style-type: none">• In this lesson, we will explore the environmental opportunities that have been created through urban growth in Liverpool.• Urban greening in Liverpool



5. Challenges of urban change in Liverpool (Part 1)

- In this lesson, we will explore the social, economic and environmental challenges caused by urban change in Liverpool.
 - Social and economic challenges (urban deprivation, inequalities in housing, education, health, and employment).
 - Environmental challenges (dereliction, building on brownfield and greenfield sites, waste disposal).
-

6. Challenges of urban change in Liverpool (Part 2)

- In this lesson, we will explore the impacts of urban sprawl and counter-urbanisation on Liverpool.
 - Impacts of urban sprawl on the rural-urban fringe in Liverpool.
 - Growth of commuter settlements in Liverpool.
-

7. An urban regeneration project in Liverpool: The Anfield project

- In this lesson, we will consider why regeneration is needed in Liverpool, and explore the main features of the Anfield regeneration project.
-

8. Sustainable urban living

- In this lesson, we will explore the concept of sustainable urban living, with focus given to water, energy, waste and green space.
- Water and energy conservation.
- Waste recycling.
- Creating green space.



9. How urban transport strategies reduce traffic congestion

- In this lesson, we will look at the strategies used in Liverpool to reduce traffic congestion, with focus given to Liverpool City Bikes, pedestrianisation and park and ride schemes.
-



Lesson number	Lesson question	Pupils will learn
1.	What are river long and cross profiles?	<ul style="list-style-type: none">• In this lesson, we will learn about how the long and cross profile of a river changes downstream.
2.	How do rivers erode, transport and deposit their load?	<ul style="list-style-type: none">• In this lesson, we will learn about how rivers erode, transport and deposit their load.• Hydraulic action, abrasion, attrition, solution, vertical and lateral erosion, traction, saltation, suspension, solution
3.	Landforms of erosion: V-shaped valleys and interlocking spurs	<ul style="list-style-type: none">• In this lesson, we will learn how erosional processes create V-shaped valleys and interlocking spurs.
4.	Landforms of erosion: waterfalls and gorges	<ul style="list-style-type: none">• In this lesson, we will learn about how erosional processes create waterfalls and gorges.
5.	Landforms of erosion and deposition: meanders and oxbow lakes	<ul style="list-style-type: none">• In this lesson, we will learn how meanders and oxbow lakes are formed through erosional and depositional processes.



-
- 6. Landforms of deposition: levees, floodplains and estuaries**
- In this lesson, we will learn how levees, floodplains and estuaries are created through depositional processes.
-
- 7. Landforms in a UK river valley: The River Tees**
- In this lesson, we will learn about the landforms on the River Tees. We will practice our map skills while investigating the different landforms.
 - Landforms of erosion on the river Tees
 - Landforms of deposition on the river Tees.
-
- 8. How does the river drainage basin system work?**
- In this lesson, we will learn about the inputs, outputs, flows and stores within a river drainage basin.
-
- 9. What are the human and physical factors that increase flood risk?**
- In this lesson, we will learn how both human and physical factors can increase the risk of a flood. We will also decide which factor is the most significant.
 - Precipitation and flood risk
 - Geology and flood risk
 - Land use and flood risk
-
- 10. What are hydrographs and what do they show?**
- In this lesson, we will learn what a hydrograph is and how it shows the relationship between precipitation and river discharge.
-



11. How can rivers be managed using hard engineering strategies?

- In this lesson, we will learn about four types of hard engineering strategies that can be used to manage river flooding. We will also evaluate these strategies.
 - Dams and reservoirs
 - Straightening
 - Embankments
 - Flood relief channels
-

12. Soft engineering river management (Part 1)

- In this lesson, we will learn how flood warnings, preparation and floodplain zoning can reduce the risks and impacts of river flooding.
-

13. Soft engineering river management (Part 2)

- In this lesson, we will learn how planting trees and river restoration can reduce the risks and impacts of river flooding.
 - Soft planning strategies
-

14.

A UK Flood Management Scheme: Oxford

- In this lesson, we will learn about a flood management scheme in Oxford. We will consider why it is needed, what the scheme involves and the issues linked to the scheme. This lesson draws together the key learning from the rivers unit.
 - Social, economic and environmental issues linked to the flood management system in Oxford.
-





Lesson number	Lesson question	Pupils will learn
1.	Physical causes of uneven development	<ul style="list-style-type: none">• In this lesson, we will learn about the uneven levels of development shown by the development gap, and the physical causes of this uneven development.
2.	Economic and historic causes of uneven development	<ul style="list-style-type: none">• In this lesson, we will learn about the economic and historic causes of uneven development, with a particular focus on colonialism.
3.	Consequences of uneven development	<ul style="list-style-type: none">• In this lesson, we will look at the consequences of uneven development. We will focus on disparities in both wealth and health and also, increases in migration.
4.	Strategies to reduce the development gap (Part 1)	<ul style="list-style-type: none">• In this lesson, we will look at some of the strategies used to reduce the development gap. We will cover investment, industrial development and tourism.
5.	Strategies to reduce the development gap (Part 2)	<ul style="list-style-type: none">• In this lesson, we will look at some of the strategies used to reduce the development gap. We will cover aid, intermediate technology and fair trade.

6. Strategies to reduce the development gap (Part 3)

- In this lesson, we will look at some of the strategies used to reduce the development gap. We will cover debt relief and microfinance loans.



7. An LIC using tourism to close the development gap: Kenya

- In this lesson, we will look at how Kenya is using tourism to reduce the development gap. We will cover reasons why people visit Kenya, specific strategies used by the government to encourage tourism, and how this had both positive and negative outcomes in reducing the development gap.
-



Lesson number	Lesson question	Pupils will learn
1.	The location and importance of India	<ul style="list-style-type: none">• In this lesson, we will look at where India is located. We will also look at why India is important regionally and globally.
2.	Understanding the wider context of India	<ul style="list-style-type: none">• In this lesson, we will look at the current political, social, cultural and environmental context in which India's current development is taking place.
3.	The changing industrial structure of India (Part 1)	<ul style="list-style-type: none">• In this lesson, we will look at the changes that have occurred in India's industrial structure, with a move away from large scale primary employment in the past towards increased secondary and tertiary employment today.
4.	The changing industrial structure of India (Part 2)	<ul style="list-style-type: none">• In this lesson, we will look further at the changes that have occurred in India's industrial structure, focusing on how reduced employment in the primary sector led to increased manufacturing as well as looking at the importance of the tertiary and quaternary sectors to India's economy.



5. Transnational corporations in India: Unilever

- In this lesson, we will look at the advantages and disadvantages that the TNC Unilever has caused by locating in India.
-

6. India's changing relationships with the wider world

- In this lesson, we will look at India's relationships with the wider world. We will focus on how India trades, its economic connections and its developing political influence.
 - India's political relationships
 - India's trading relationships
-

7. International aid in India

- In this lesson, we will look at the four main types of aid, and how each one has been used in India, with advantages and disadvantages.
-

8. The environmental impacts of economic development in India

- In this lesson, we will look at the impact of economic growth in India on the environment, in terms of air pollution, deforestation, water pollution and climate change.
 - The environmental positives that have come from economic change in India.
-

9.

The effects of economic development on quality of life in India

- In this lesson, we will focus on how economic development has affected quality of life in India, both positively and negatively.
-





Lesson number	Lesson question	Pupils will learn
1.	Location and importance of Lagos	<ul style="list-style-type: none">• In this lesson, we will look at the location of Lagos which is a city in the NEE of Nigeria. We will then move on to consider why it has regional, national and international importance.• Evidence that Nigeria is a NEE.
2.	Causes of urban growth in Lagos	<ul style="list-style-type: none">• In this lesson, we will look at the reasons behind the urban growth in Lagos, Nigeria. We will consider how both natural increase and migration have played a role.
3.	Social opportunities of urban growth in Lagos	<ul style="list-style-type: none">• In this lesson, we will look at the social opportunities created by urban growth in Lagos.• access to services (health and education)• access to resources (water supply and energy)
4.	Economic opportunities of urban growth in Lagos	<ul style="list-style-type: none">• In this lesson, we will look at the economic opportunities created by urban growth in Lagos.



5. Challenges of urban growth in Lagos (Part 1)

- In this lesson, we will look at the challenges of urban growth in Lagos. We will look at informal settlements and access to services.
 - Managing urban growth (slums, squatter settlements)
 - Providing clean water sanitation systems and energy
 - Providing access to services (health and education)
-

6. Challenges of urban growth in Lagos (Part 2)

- In this lesson, we will look at the environmental challenges of urban growth in Lagos and how they can be managed.
 - Reducing unemployment and crime
 - Managing environmental issues (waste disposal, air and water pollution, traffic congestion)
-

7. Urban planning in Lagos: Makoko floating school

- In this lesson, we will look at how urban planning has been used in Lagos to improve the lives of the rural poor. We will take a look at Makoko's floating school.
-



Lesson number	Lesson question	Pupils will learn
1.	Introduction to fieldwork	<ul style="list-style-type: none">• In this lesson, we will be introduced to fieldwork. We will consider the different stages and how they work together.
2.	Physical fieldwork (Part 1)	<ul style="list-style-type: none">• In this lesson, we will be introduced to a physical fieldwork investigation in Swanage. We will consider how to choose a suitable location, select a hypothesis and consider how to minimise the risks we may encounter.
3.	Physical fieldwork (Part 2)	<ul style="list-style-type: none">• In this lesson, we will continue looking at our physical fieldwork investigation in Swanage. We will consider data collection methods and how to sample, before moving on to look at the most suitable presentation options.
4.	Physical fieldwork (Part 3)	<ul style="list-style-type: none">• In this lesson, we will finish looking at our physical fieldwork investigation in Swanage. We will analyse our data to help us draw a final conclusion. We will also evaluate our fieldwork.



5. Human fieldwork (Part 1)

- In this lesson, we will be introduced to a human fieldwork investigation in Swanage. We will consider how to choose a suitable location, select a hypothesis and consider how to minimise the risks we may encounter.
-

6. Human fieldwork (Part 2)

- In this lesson, we will continue looking at our human fieldwork investigation in Swanage. We will consider data collection methods and how to sample, before moving on to look at the most suitable presentation options.
-

7. Human fieldwork (Part 3)

- In this lesson, we will finish looking at our human fieldwork investigation in Swanage. We will analyse our data to help us draw a final conclusion. We will also evaluate our fieldwork.
-



Lesson
number

Lesson question

Pupils will learn

1.

Distribution of major cities in the UK

- In this lesson, we will investigate the population distribution of the UK. We will also learn about where the major cities are located in the UK and why some places are sparse and others densely populated.
-

Unit 13 Understanding natural hazards

2 Lessons



Lesson
number

Lesson question

Pupils will learn

1.

What are natural hazards?

- In this lesson, we will define the two types of natural hazard and classify a range of natural hazards.

2.

What are the factors which affect hazard risk?

- In this lesson, we will learn the three factors which influence hazard risk - vulnerability, capacity to cope and nature of a natural hazard.



Lesson number	Lesson question	Pupils will learn
1.	Plate tectonics theory	<ul style="list-style-type: none">• In this lesson, we will examine the three theories associated with tectonic movement: convection currents, slab pull and ridge push.
2.	The global distribution of earthquakes and volcanoes	<ul style="list-style-type: none">• In this lesson, we will describe the distribution of the tectonic hazards associated with tectonic plate boundaries.• We will also learn about the global earthquake and volcano distribution
3.	Types of plate boundary: Constructive	<ul style="list-style-type: none">• In this lesson, we will explain why earthquakes and volcanoes occur on constructive plate margins.• We will learn about the types of plate boundary.• We will learn about constructive boundaries• We will learn how the boundary causes earthquake and volcanoes



4. Types of plate boundary: Destructive and Conservative

- In this lesson, we will explain why earthquakes and volcanoes occur on destructive and conservative plate margins.
- We will learn about the types of plate boundary.
- We will learn about destructive and conservative boundaries
- We will learn how these boundaries causes earthquake and volcanoes

5. Effects and responses of tectonic hazards

- In this lesson, we will learn about categorising the primary and secondary effects of earthquakes. We will also categorise the short and long-term responses.

6. Effects of earthquakes: New Zealand and Nepal

- In this lesson, we will examine the differences between the effects of the earthquakes in New Zealand and Nepal.
- We will look at the differences between the two earthquakes.

7. Responses to earthquakes: New Zealand and Nepal

- In this lesson, we will examine the differences in response to the earthquakes in New Zealand and Nepal.
 - We will look at the different responses.
-

8. Reasons why people live in tectonic areas

- In this lesson, we will explain the reasons people live in tectonic areas.

9. Reducing the risk of tectonic hazards: Monitoring and prediction

- In this lesson, we will examine the strategies for reducing the risks associated with tectonic hazards: monitoring and prediction.

10. Reducing the risk of tectonic hazards: Protection and planning

- In this lesson, we will examine the strategies for reducing the risks associated with tectonic hazards: protection and planning.
-





Lesson number	Lesson question	Pupils will learn
1.	Evidence of climate change	<ul style="list-style-type: none">• In this lesson, we will be studying the different sources of evidence for climate change.
2.	Natural causes of climate change	<ul style="list-style-type: none">• In this lesson, we will be studying the different natural causes of climate change, such as orbital change, sunspots and volcanic eruptions.
3.	Human causes of climate change	<ul style="list-style-type: none">• In this lesson, we will be studying how humans contribute to climate change, through transportation, deforestation, agriculture and industry.
4.	The effects of climate change	<ul style="list-style-type: none">• In this lesson, we will be studying how climate change affects the lives of people and the environment.
5.	Mitigation against climate change (Part 1)	<ul style="list-style-type: none">• In this lesson, we will be studying the mitigation strategies used to reduce the causes of climate change and will be focusing upon alternative energy and carbon capture.

6. Mitigation against climate change (Part 2)

- In this lesson, we will be studying how to mitigate against climate change using strategies such as afforestation and international agreements.



7. Adaptation against climate change

- In this lesson, we will be studying the ways in which we can adapt to climate change to help reduce the effects.
 - Changing agricultural systems
 - Reducing the risk from rising sea levels
 - Managing water supply.
-



**Lesson
number**

Lesson question

Pupils will learn

1.

**Global Atmospheric Circulation Model
(Part 1)**

- In this lesson, we will be studying how air circulates through the atmosphere, with a focus on the Hadley Cell.
- Global atmospheric circulation model
- The three cells
- Pressure belts

2.

**Global Atmospheric Circulation Model
(Part 2)**

- In this lesson, we will recap the Hadley Cell from Lesson 1 and learn how air circulates through the atmosphere via the Ferrel and Polar Cells.
- Global atmospheric circulation model
- Surface winds
- The coriolis effect



- | | |
|--|---|
| 3. What is the global distribution of tropical storms? | <ul style="list-style-type: none">• In this lesson, we will learn about where tropical storms are formed and which conditions are required for formation.• Global distribution of tropical storms• Link between the global distribution of tropical storms and the global atmospheric circulation model |
| 4. How do tropical storms form and develop? | <ul style="list-style-type: none">• In this lesson, we will learn about the structure and features of tropical storms. We will also learn about how tropical storms form and develop.• Sequence, formation, and development of tropical storms |
| 5. How might tropical storms be affected by climate change? | <ul style="list-style-type: none">• In this lesson, we will consider how climate change might impact the distribution, frequency and intensity of tropical storms. |
| 6. What are the effects of, and responses to, tropical storms? | <ul style="list-style-type: none">• In this lesson, we will learn about the primary and secondary impacts of tropical storms and the immediate and long-term responses. |
| 7. Typhoon Haiyan: tropical storm named example | <ul style="list-style-type: none">• In this lesson, we will be learning about Typhoon Haiyan - a named tropical storm example from The Philippines. |



8. How can the effects of tropical storms be reduced?

- In this lesson, we will be learning about how to reduce the effects of tropical storms through monitoring, prediction, protection and planning.
-

9. Is the UK's weather becoming more extreme?

- In this lesson, we will be examining evidence to suggest that the UK's weather is becoming more extreme.
 - UK weather hazards
-

10. Somerset Floods: location and causes

- In this lesson, we will be learning about the location and causes of an extreme weather event in the UK: the Somerset Floods 2013-2014.
-

11. Somerset Floods: impacts and management

- In this lesson, we will be learning about the impacts (effects) and management (responses) of the Somerset Floods 2013-2014.
 - Management strategies to reduce the risk of flooding in Somerset.
-



Lesson
number

Lesson question

Pupils will learn

1.	An introduction to ecosystems	<ul style="list-style-type: none">• In this lesson, we will be learning about key terminology for ecosystems, and what makes up an ecosystem. Also, we will be looking at food chains and food webs.• Interrelationships within a natural system.• Producers, consumers, decomposers, food chain, food web and nutrient cycling.
2.	How can change affect a small-scale ecosystem?	<ul style="list-style-type: none">• In this lesson, we will be learning about human and natural changes that can threaten ecosystems and look at Slapton Ley in Devon as a case study to apply our knowledge to.
3.	Global ecosystems: Where are they and what are they like?	<ul style="list-style-type: none">• In this lesson, we will be learning about global biomes and their distribution around the world. We then take an in-depth look at the different biomes and learn about their distinctive characteristics.



Lesson number	Lesson question	Pupils will learn
1.	What are the physical characteristics of the tropical rainforest?	<ul style="list-style-type: none">• In this lesson, we will be learning about physical characteristics of tropical rainforests. We will look at climate, the layers, animals and plants as well as the distinctive soils.
2.	Interdependence in the tropical rainforest	<ul style="list-style-type: none">• In this lesson, we will be learning how the animals and plants rely completely on each other to survive. This is called 'interdependence'.• Interdependence of features of tropical rainforests.• Climate, water, soils, plants, animals, and people.• Issues related to biodiversity.
3.	Plant adaptations in the tropical rainforest	<ul style="list-style-type: none">• In this lesson, we will be learning how plants adapt to survive in the tropical rainforest.
4.	Animal adaptations in the tropical rainforest	<ul style="list-style-type: none">• In this lesson, we will be learning how animals adapt to survive in the tropical rainforest.



5. Changing rates of deforestation

- In this lesson, we will be learning about deforestation and how the amount of deforestation has changed over time.
-

6. What are the causes of deforestation in the Amazon rainforest? (Part 1)

- In this lesson, we will be learning about the causes of deforestation in the Amazon rainforest. We will learn about subsistence farming, logging, road building and mineral extraction.
-

7. What are the causes of deforestation in the Amazon rainforest? (Part 2)

- In this lesson, we will be learning about the causes of deforestation in the Amazon rainforest. We will learn about energy development, settlement and population growth.
-

8. What are the impacts of deforestation on the Amazon rainforest?

- In this lesson, we will be learning about the impacts of deforestation on economic development, the soils of the rainforest and how deforestation can contribute to climate change.
 - Soil erosion.
-



9. What is the value of the tropical rainforest to people and the environment?

- In this lesson, we will be looking at the importance of the rainforest. We will focus on looking at the economic importance as well as the importance of the environment and apply this knowledge to exam skills.
- Value of tropical rainforests to people and the environment

10. How can we manage the rainforest sustainably? (Part 1)

- In this lesson, we will be learning about managing the rainforest sustainably. We will learn about selective logging and replanting, conservation and education, as well as ecotourism.

11. How can we manage the rainforest sustainably? Part 2

- In this lesson, we will be learning about managing the rainforest sustainably. We will learn about selective international agreements on tropical hardwoods and debt reduction.
-



Lesson number	Lesson question	Pupils will learn
1.	Physical characteristics of hot deserts	<ul style="list-style-type: none">• In this lesson, we will learn how to describe the physical characteristics of hot desert environments.
2.	Interdependence in hot desert environments	<ul style="list-style-type: none">• In this lesson, we will explain the interdependence of features of the hot desert: soil, climate, water, plants, animals and people.• Climate, water, soils, plants, animals, and people interdependence.• Issues related to biodiversity.
3.	How do plants adapt to the hot desert environment?	<ul style="list-style-type: none">• In this lesson, we will explain how plants have adapted to the hot desert environment.• Plant adaptations.
4.	How do animals adapt to the hot desert environment?	<ul style="list-style-type: none">• In this lesson, we will explain how animals have adapted to the hot desert environment.• Animal adaptations.



5. Development opportunities in hot deserts: The Sahara

- In this lesson, we will examine the opportunities for development in a hot desert environment: mineral extraction, farming, energy and tourism.
-

6. Challenges for development in deserts

- In this lesson, we will examine the challenges of developing a hot desert environment. We will investigate: extreme temperatures, water supply and inaccessibility.
-

7. Causes of desertification: Population growth

- In this lesson, we will explain how climate change, population growth and the removal of fuel wood can cause desertification.
-

8. Causes of desertification: Soil erosion

- In this lesson, we will explain how overgrazing, over cultivation and soil erosion can cause desertification.
-

9. Strategies for reducing the risk of desertification

- In this lesson, we will explain how water and soil management, tree planting and the use of appropriate technology can reduce the risk of desertification.
-



**Lesson
number**

Lesson question

Pupils will learn

1.

How well-being is affected by resource availability

- In this lesson, we will examine how a lack of food, water and energy can impact on a person's social and economic well-being.
- Food, water, and energy resources.

2.

Global inequalities in the supply and demand of resources

- In this lesson, we will explain how access to resources affects well-being. We will also practise the geographical skill of drawing a scatter graph.
- Global inequalities in the supply and demand of resources.

3. Issues with food resources in the UK

- In this lesson, we will examine the changing demands for food in the UK and look at issues with food resources in the UK.
- Increased demand for high value exports from Low Income Countries (LICs).
- Increased demand (all-year round) for seasonal and organic produce.
- Increasing food miles.
- The moves toward local sources of food and agribusiness.



4. Issues with water resources in the UK

- In this lesson, we will explain the issues created by an increasing demand for water in the UK.
 - Changing demands for water.
 - Water quality and pollution management.
 - Matching supply and demand (deficit and surplus).
 - Water transfer schemes.
-

5.

Issues with energy resources in the UK

- In this lesson, we will explain the environmental and economic impacts of energy production in the UK.
 - The changing UK energy mix (reliance on fossil fuels, growing importance of renewables).
 - Reduced domestic supplies of fossil fuels.
 - Economic and environmental issues with exploiting energy sources.
-





Lesson number	Lesson question	Pupils will learn
1.	Reasons for increasing water consumption	<ul style="list-style-type: none">• In this lesson, we will be studying how economic development and a rising population affect water consumption levels.
2.	Factors affecting water availability (Part 1)	<ul style="list-style-type: none">• In this lesson, we will be studying the physical factors that affect water availability.• How climate affects water availability.• How geology affects water availability.• How pollution of supply affects water availability.
3.	Factors affecting water availability (Part 2)	<ul style="list-style-type: none">• In this lesson, we will be studying the human factors that affect water availability.• How over-abstraction affects water availability.• How limited infrastructure affects water availability.• How poverty affects water availability.



4. Impacts of water insecurity

- In this lesson, we will be studying how water scarcity can impact people's lives in different ways.
- Waterborne disease and water pollution.
- Potential for conflict in areas where demand exceeds supply.
- Impact on water insecurity on food production.
- Impact of water insecurity on industrial output.

5. Strategies to increase water supply (Part 1)

- In this lesson, we will be studying strategies used to increase water supplies such as dams and reservoirs.
- Diverting supplies and increasing storage.

6. Strategies to increase water supply (Part 2)

- In this lesson, we will be studying strategies used to increase water supplies such as water transfer schemes and desalination.

7. Large-scale water transfer scheme: China

- In this lesson, we will be studying the advantages and disadvantages of the large-scale water transfer scheme used in China.

8. Sustainable water supplies (Part 1)

- In this lesson, we will be studying water conservation and ground water management as sustainable water strategies.
-

9. Sustainable water supplies (Part 2)

- In this lesson, we will be studying recycling grey water as a method of sustainable water management.
- What "grey" water is.



10. Increasing sustainable water supplies at a local scale: Kenya

- In this lesson, we will be studying how to increase water supplies on a local scale in Kenya.
-



Lesson
number

Lesson question

About the lesson

1.

Atlas maps

Pupils will learn

- In this lesson, we will look at the key locational concepts of longitude and latitude presented through atlas maps.

Essential additional subject-specific information

- The following units also give students experience with these skills: 'Understanding Resources', 'The Global Water Resource', 'Understanding Development', 'Economic Developments in India', 'Understanding Ecosystems', 'Tropical Rainforests', 'Hot Deserts'.
-

2. OS maps

Pupils will learn

- In this lesson, we will look at how to grid reference and describe places using OS maps.
- Four-figure grid references.
- Six-figure grid references.
- Using the OS map key.

Essential additional subject-specific information

- The following units also give students experience with these skills: 'Understanding Global Urbanisation', 'Urban Change in Liverpool', 'The Economic Future of the UK', 'Major Landscapes of the UK', 'Rivers', 'Coasts'.



3. Cartographic skills

Pupils will learn

- In this lesson, we will explore the use of choropleth maps, proportional symbol maps, flow line maps and desire line maps.

Essential additional subject-specific information

- The following units also give students experience with these skills: 'Understanding Global Urbanisation', 'Urban Change in Liverpool', 'The Economic Future of the UK', 'Major Landscapes of the UK', 'Rivers', 'Coasts', 'Fieldwork',
-

4.

Graphical skills (Part 1)

Pupils will learn

- In this lesson, we will explore how to accurately read bar charts and line graphs.

Essential additional subject-specific information

- The following units also give students experience with these skills: 'Understanding Development', 'Understanding Global Urbanisation', 'Urban Change in Liverpool', 'The Economic Future of the UK', 'Economic Development in India', 'Urban Growth in Lagos, Nigeria', 'Rivers', 'Coasts', 'Fieldwork', 'Understanding Resources', 'The Global Water Resource', 'Understanding Natural Hazards', 'Understanding Ecosystems'.



5.

Graphical skills (Part 2)

Pupils will learn

- In this lesson, we will focus on the use of population pyramids and scatter graphs.

Essential additional subject-specific information

- The following units also give students experience with these skills: 'Understanding Development', 'The Development Gap', 'Urban Change in Liverpool', 'Rivers', 'Coasts', 'Fieldwork', 'Understanding Ecosystems', 'The Development Gap', 'Understanding Urbanisation'.
-

6. Graphical skills (Part 3)

Pupils will learn

- In this lesson, we will explore how to construct and analyse pie charts.

Essential additional subject-specific information

- The following units also give students experience with these skills: 'Understanding Global Urbanisation', 'Urban Change in Liverpool', 'The Economic Future of the UK', 'Rivers', 'Coasts', 'Fieldwork'.



7. Fieldwork skills

Pupils will learn

- In this lesson, we will look at the use of quantitative and qualitative data, the use of sampling and the concepts of reliability and accuracy.

Essential additional subject-specific information

- The following units also give students experience with these skills: 'Understanding Global Urbanisation', 'Urban Change in Liverpool', 'The Economic Future of the UK', 'Rivers', 'Coasts', 'Fieldwork'.
-

8.

Statistical skills

Pupils will learn

- In this lesson, students will learn about the calculation of mean, median, mode, range and interquartile range

Essential additional subject-specific information

- The following units also give students experience with these skills: 'Understanding Development', 'The Development Gap', 'Economic Development in India', 'The Economic Future of the UK', 'Tropical Rainforests', 'Hot Deserts', 'Understanding Natural Hazards', 'Tectonic Hazards', 'Climate Change', 'Climate Hazards', 'Fieldwork'.
-



4. Learn More



Contents

Section number

Section title

1.	Introduction to Oak's key stage 4 geography curriculum
2.	Coherence and flexibility
3.	Knowledge organisation
4.	Knowledge selection
5.	Inclusive and ambitious
6.	Pupil engagement
7.	Motivation through learning
8.	A curriculum of quality
9.	Additional information about sequence
10.	Unit place studies and prior knowledge



11. GCSE: Examples of Place Studies

12. GCSE case studies

1. Introduction to Oak's key stage 4 geography curriculum

This curriculum builds from the KS3 curriculum by deepening pupils' understanding of geographical processes, focusing on the impact of change and of the complex interactions between people-environment relationships. It aligns with the GCSE specifications by separating units into their physical and human elements, providing distinct building blocks for departments to design their own curriculum sequence. Within the curriculum, while exploring the dynamic links and interrelationships between places and environments at different scales, pupils will develop competence in using a wide range of geographical investigative skills and approaches. A core aim of this curriculum is to enable young people to become globally and environmentally informed and thoughtful, enquiring citizens.

Moving beyond the KS3 curriculum, GCSE pupils will build upon their knowledge and skills to develop and extend their knowledge of:

- Locations, places, environments, and processes.
- Different scales.
- Social, political, and cultural contexts.
- The interactions between people and environments.
- Change in places.
- Processes over place and time.
- The interrelationship between geographical phenomena at different scales and in different contexts. Therefore, developing the ability to “think like a geographer.”
- A range of skills including fieldwork, using maps and GIS in researching secondary evidence.
- Enquire and investigative approaches to questions and hypotheses, developing the ability to “study like a geographer.”



This curriculum has been designed to support pupils in applying their geographical knowledge, understanding, skills and approaches appropriately and creatively to real world contexts, including fieldwork. It enables pupils to apply these to contemporary situations and issues, developing well-evidenced arguments that draw on their geographical knowledge and understanding.

2. Coherence and flexibility

This curriculum takes a thematic approach where knowledge, understanding and skills are developed over the course of each unit and applied through the study of place. While schools can teach the units of this curriculum in any order, we have provided a suggested sequence which best supports pupil progression, both in terms of knowledge and geographical skills. Despite this, the units are designed to be transferable and can act as building blocks to create your own curriculum sequence. Both essential and desirable knowledge have been explicitly highlighted throughout to help with your own sequencing decisions. Therefore, within KS3, if you teach Rivers in year 7, 8 or 9, the inherent flexibility within the curriculum allows you to continue to do so.

3. Knowledge organisation

The topics and proposed sequence are organised around thematic units. These provide a narrative to help pupils make sense of major geographical concepts (e.g. place, scale interrelationships etc). Units start by developing the knowledge, understanding and skills that underpin the narrative, exemplifying the geographical story through examples of different places, at different scales. This will encourage pupils to consolidate their understanding, but also help them to contextualise their learning; and develop a broader, global appreciation of places as a result. This curriculum contains a broad and varied selection of places although teachers can provide pupils with alternative examples within their own curriculum offer. For example, you may wish to provide your pupils with opportunities to engage with local place studies.

There are many different approaches to curriculum design within geography, for example: delivering units through either a regional, thematic, issues- or enquiry- based models. This curriculum has been designed to take a thematic approach, where the application of skills through place is a core principle.

Within this approach, different regions of the world are explored and all units provide opportunities to engage with geographical issues, at a range of different scales with a focus on the interactions between people and the environment and how places can change over time.



Within certain units we have taken a more place-focused approach. In these units, the narrative engages with more detailed case studies. Here, the level of detail at which the place is examined is far greater and the place(s) chosen will be more prominent and interwoven throughout an entire unit.

4. Knowledge selection

Decisions about knowledge selection have been guided by 1) knowledge that underpins the subject, 2) commonly delivered units within the subject, and 3) the national curriculum at all key stages and DfE guidance.

Content has been selected for this curriculum that involves making connections between the physical and human world through the study of different places and scales. This also involves concepts that induct pupils into the discipline of geography so that they can think and ask questions like a geographer, allowing them to make sense of the real world, and at the same time be able to make links between place, space and scale and how these interrelationships can change over time.

The suggested curriculum sequence builds through the key stages so that as pupils move forward in their education, they are equipped with the prior knowledge that they need to succeed in the next phase.

5. Inclusive and ambitious

Lessons are pitched so that all pupils can get an early sense of success. Units are designed to gradually build upon pupils' prior knowledge, understanding and skills so that they have the foundations to go on to critically assess or evaluate geographical issues at a range of different scales. This will result in all pupils being able to produce substantial pieces of extended writing, as well as being able to reach decisions that consolidate their prior learning.

Lesson resources are created in a style that minimises potential barriers to comprehension. Where appropriate, activities are modelled, scaffolding is provided, and model answers are used to ensure a high success rate for pupils.

6. Pupil engagement

This curriculum develops pupils' geographical thinking through the sequence of lessons. To ensure that pupils are in the best position to retain new information, each unit is designed to build towards a named place which helps locate their theoretical understanding in the real world. Lessons contain regular pause points to give pupils time to complete tasks. Activities are designed to be accessible and extended writing activities include model answers where appropriate to support pupils with structuring their own work and provide a scaffold for pupils to be successful in the subject.



The broad selection of figures in lessons provides a range of opportunities to engage all groups of pupils by providing a visual prompt to hang their knowledge and understanding on but also actual examples of the concepts they are exploring. The inclusion of real-world examples allows pupils to make sense of contemporary geographical issues and develop their own opinions which are based on a balanced understanding of different stakeholders. This encourages pupils to think like geographers and continue with this thinking beyond the curriculum.

7. Motivation through learning

Through careful knowledge selection and crafting engaging narratives, teachers reveal the intrinsic value in learning about the world around us. Tasks and activities are carefully designed so that pupils can get a sense of success and therefore feel motivated to keep learning more. The intention is that pupils feel the need to go beyond the lessons and wish to find out more about the concepts, issues and places studied.

8. A curriculum of quality

The curriculum follows the National Curriculum guidance in terms of scope. A balance has been struck between human and physical geography. Each unit within a key stage is a building block of the curriculum and its sequence is therefore flexible by design. Lessons within a unit follow the broad format of:

- exposure to new concepts and ideas
- consolidation of the concepts and ideas
- exploring geographical issues related to the theme
- application of the concepts and ideas (to place).

Geography is a diverse subject that covers a range of issues, concepts, and processes. This curriculum is ambitious because it is designed to ensure that all pupils, regardless of background or ability, will succeed in geography. The curriculum ensures that pupils acquire new knowledge beyond their everyday experiences, allowing them to make sense of the issues, processes and interrelationships that take place at a local, regional, national, and global scale.

This curriculum is ambitious because it is knowledge-rich, promotes deep thinking and allows pupils to apply their knowledge and understanding and to think critically like geographers. From this base, pupils will be able to challenge and engage with future/ alternative geographies beyond the curriculum.



9. Additional information about sequence

All GCSE units have been designed for teaching in any order, however the framework outlined at the start of this document is the recommended route through the GCSE course.

Units in this sequence have been carefully allocated to allow for knowledge, understanding and skills to be embedded, ensuring a change in long term memory in pupils as they progress through their GCSE course. In this way, pupils can use their prior learning to make synoptic links and build a more secure long term understanding of geography as they move through the course.

For example, the Understanding Development unit prepares pupils well for the Economic Future of the UK which then provides pupils with a good theoretical understanding to explore Urban Change in Liverpool, UK. In this example, pupils are better prepared to look at the Liverpool case study because they can explore how economic change has influenced urban change.

10. Unit place studies and prior knowledge requirements

Unit title	Place studies	Prior knowledge Required* Desirable**
Understanding natural hazards	N/A	N/A
Tectonic hazards	<ul style="list-style-type: none">• New Zealand earthquake.• Nepal earthquake.	<ul style="list-style-type: none">• Understanding natural hazards*• Understanding development**• The development gap**
Climatic hazards	<ul style="list-style-type: none">• Typhoon Haiyan, The Philippines.• Somerset floods, UK.	<ul style="list-style-type: none">• Understanding natural hazards*• Climate change**
Climate change	N/A	N/A



Understanding ecosystems	<ul style="list-style-type: none">• Slapton Ley reed beds, UK.	N/A
Tropical rainforests	<ul style="list-style-type: none">• Amazon Rainforest, South America.	<ul style="list-style-type: none">• Understanding ecosystems*• Understanding development**
Hot deserts	<ul style="list-style-type: none">• Sahara Desert, northern Africa.	<ul style="list-style-type: none">• Understanding ecosystems*• Understanding development**• Climate change**
Major landscapes of the UK	N/A	N/A
Coasts	<ul style="list-style-type: none">• Dorset coastline, UK.• Lyme Regis coastal management, UK.	N/A
Rivers	<ul style="list-style-type: none">• The river Clyde, UK.• Oxford flood management scheme, UK	N/A
Understanding global urbanisation	N/A	N/A
Urban growth in Lagos, Nigeria	<ul style="list-style-type: none">• Lagos, Nigeria.• Makoko floating school, Lagos, Nigeria.	<ul style="list-style-type: none">• Understanding global urbanisation*• Understanding development**• The development gap**• Economic development in India**



Population distribution in the UK	N/A	N/A
Urban change in Liverpool, UK	<ul style="list-style-type: none">• Liverpool.• The Anfield Project, Liverpool, UK.	<ul style="list-style-type: none">• Understanding global urbanisation*• Understanding development**• The economic future of the UK**
Understanding development	N/A	N/A
The development gap	N/A	<ul style="list-style-type: none">• Understanding development*
Economic development in India	<ul style="list-style-type: none">• India	<ul style="list-style-type: none">• Understanding development*• The development gap*
The economic future of the UK	<ul style="list-style-type: none">• The UK.• The Unicorn Group, UK.• North Somerset, UK.• South Lakeland, Cumbria, UK.	<ul style="list-style-type: none">• Understanding development*
The global water resource	<ul style="list-style-type: none">• The South-North water transfer scheme, China.• Sand dams, Kenya.	Understanding resources* Rivers**
Fieldwork (2 case studies)	N/A	<ul style="list-style-type: none">• Understanding global urbanisation*• Urban change in Liverpool, UK*• Coasts*

- Rivers*
- The economic future of the UK**



Geographical skills

N/A

N/A

11. GCSE: Examples of Place Studies

Example

Content

Units with linked experiences

1 New Zealand earthquake

- Effects of an earthquake.
- Responses to an earthquake.

- Tectonic hazards.
- Understanding development.

2 Nepal earthquake

- Effects of an earthquake.
- Responses to an earthquake.

- Tectonic hazards.
- Understanding development.
- The development gap.

3 Typhoon Haiyan, The Philippines

- Effects of a tropical storm.
- Responses to a tropical storm.

- Climatic hazards.
- Understanding development.
- The development gap.
- Understanding resources.

4 Somerset floods, UK

- Causes, effects and management strategies to reduce the risk of an extreme weather event in the UK.

- Climatic hazards.
- Climate change.
- Rivers.

5 Slapton Ley reed beds, UK

- A small-scale UK ecosystem to illustrate:
- Interrelationships within a natural system.
- Producers, consumers, decomposers, food chain, food web and nutrient cycling.
- Impacts of changing one component of an ecosystem.

- Understanding ecosystems.
- Climate change.

6 Amazon rainforest, South America

- Causes of deforestation in the tropical rainforest.
- Impacts of deforestation in the tropical rainforest.

- Understanding ecosystems.
- Understanding development.
- The development gap.

7 The Sahara Desert, northern Africa

- Development opportunities in hot desert environments.
- Challenges of developing hot desert environments.

- Understanding ecosystems.
- Understanding development.
- The development gap.
- Understanding resources.
- The global water resource.
- Climate change.

8 Dorset coastline, UK

- Landforms of erosion.
- Landforms of deposition.

- Major landscapes of the UK.
- Coasts.
- Climate change.





9 Lyme Regis, UK	<ul style="list-style-type: none">• Reasons for coastal management.• Description of the strategy.• Effects and conflicts.	<ul style="list-style-type: none">• Major landscapes of the UK.• Coasts.• Climate change.
10 The river Clyde, UK	<ul style="list-style-type: none">• Landforms of erosion.• Landforms of deposition.	<ul style="list-style-type: none">• Major landscapes of the UK.• Rivers.• Climatic hazards.
11 Oxford flood management scheme, UK	<ul style="list-style-type: none">• Reasons for the scheme.• Description of the strategy.• Social, economic, and environmental issues.	<ul style="list-style-type: none">• Major landscapes of the UK.• Rivers.• Climatic hazards.• Urban change in Liverpool, UK.
12 Makoko floating school, Nigeria	<ul style="list-style-type: none">• Description of the project.• Explanation of how it improves the lives of the urban poor.	<ul style="list-style-type: none">• Understanding global urbanisation.• Urban growth in Lagos, Nigeria.• Understanding development.• The development gap.• Climatic hazards.
13 Anfield project, Liverpool, UK	<ul style="list-style-type: none">• Why it was needed.• The main features of the project.	<ul style="list-style-type: none">• Urban change in Liverpool, UK.• The economic future of the UK.
14 The Unicorn Group, Northern Ireland	<ul style="list-style-type: none">• A sustainable modern industrial development in the UK.	<ul style="list-style-type: none">• Understanding global urbanisation.• The economic future of the UK.



- Impacts of industry on the physical environment.
- How the Unicorn Group is more environmentally sustainable.

15 North Somerset, UK

- Social changes because of rural growth.
- Economic changes because of rural growth.
- Urban change in the UK.
- Economic futures of the UK.

16 South Lakeland, Cumbria, UK

- Social changes because of rural decline.
- Economic changes because of rural decline.
- Urban change in the UK.
- Economic futures of the UK.

17 South-North water transfer scheme, China

- Advantages of the scheme.
- Disadvantages of the scheme.
- Understanding resources.
- The global water resource.
- Understanding global urbanisation.
- Understanding economic development.
- The development gap.

18 Sand dams in Kenya

- How the technique is increasing sustainable supplies of water.
- Understanding resources.
- The global water resource.
- Understanding development.



- The development gap.
- Rivers.

12. GCSE: Case Studies

Case study

Content

Units with linked experiences

1 Lagos, Nigeria

- Location and importance of Lagos:
- Causes of urban growth in Lagos:
- Opportunities of urban growth in Lagos:
- Challenges of urban growth in Lagos:
- Urban planning in Lagos: Makoko floating school.

- Understanding urbanisation.
- Urban growth in Lagos, Nigeria.
- Understanding development.
- The development gap.
- Economic development in India.
- Climatic hazards.
- Climate change.

2. Liverpool, UK

- Location and importance of Liverpool
- Impacts of migration on Liverpool
- Opportunities of urban change in Liverpool
- Challenges of urban change in Liverpool
- An urban regeneration project in Liverpool: Anfield project

- Understanding urbanisation.
- Urban change in Liverpool, UK.
- Understanding development.
- The economic future of the UK.
- Climate change.



3. A NEE, India

- Sustainable urban living
- Location and importance of India
- Wider context of India
- Changing industrial structure of India
- Changing industrial structure of India
- TNCs in India: Unilever
- India's changing relationships with the wider world
- International aid in India
- Environmental impacts of economic development in India
- Effects of economic development on quality of life in India
- Understanding development.
- The development gap.
- Economic development in India.
- Climatic hazards.

4 A HIC, the UK

- Causes of economic change in the UK
- A post-industrial economy in the UK
- A sustainable modern industrial development in the UK: The Unicorn Group, Northern Ireland
- A UK rural landscape experiencing growth: North Somerset
- Understanding development.
- The economic future of the UK.
- Understanding urbanisation.
- Urban change in Liverpool, UK.

- A UK rural landscape experiencing decline: South Lakeland, Cumbria
- Transport developments in the UK
- The north-south divide in the UK
- Economic and political links between the UK and the wider world

