

# SJBC Geography Termly Map - 2025 - 2025

Year 10 Geography					
Term	Topic(s) and links	Core Knowledge	Literacy and Numeracy	Assessment	Resources
Autumn 1	<b>Natural Hazards</b> Paper 1 – 3.1.1	<ul style="list-style-type: none"> <li>Definition and classification of natural hazards (tectonic, atmospheric, geomorphological)</li> <li>Plate tectonic theory (continental drift, convection currents)</li> <li>Types of plate margins: constructive, destructive, conservative</li> <li>LIC vs HIC case studies: Nepal (2015) vs Chile (2010)</li> <li>Earthquake impacts (primary/secondary) and responses (immediate/long-term)</li> <li>Reasons for living in hazard-prone areas</li> <li>Tropical storm formation, structure, and impacts – Typhoon Haiyan</li> <li>Management strategies: monitoring, prediction, planning, protection</li> </ul>	<p style="color: red;">Tectonic hazard Conservative Collision Constructive Destructive margin Subduction seismic waves epicentre Focus liquefaction magnitude Vulnerability Coriolis effect Eye wall Storm surge Mitigation Resilience</p>	<p><b>4m:</b> Describe the movement of plates at a destructive plate boundary</p> <p><b>6m:</b> Explain why the effects of earthquakes vary between countries</p> <p><b>9+3m:</b> Evaluate how effective responses to Typhoon Haiyan were in reducing loss of life</p>	<ul style="list-style-type: none"> <li>BBC Bitesize: Natural Hazards and Tectonics <a href="https://www.bbc.co.uk/bitesize/guides/zx38wmn/revision/1">https://www.bbc.co.uk/bitesize/guides/zx38wmn/revision/1</a></li> <li>IRIS Earthquake Model Interactive <a href="https://www.iris.edu/hq/inclass/interactive/earthquake_model">https://www.iris.edu/hq/inclass/interactive/earthquake_model</a></li> <li>National Geographic: Plate Tectonics <a href="https://education.nationalgeographic.org/resource/plate-tectonics/">https://education.nationalgeographic.org/resource/plate-tectonics/</a></li> <li>Geography Pods – Typhoon Haiyan Case Study <a href="https://www.geographypods.com/typhoon-haiyan.html">https://www.geographypods.com/typhoon-haiyan.html</a></li> <li>YouTube: Typhoon Haiyan BBC Report <a href="https://www.youtube.com/results?search_query=typhoon+haiyan+bbc">https://www.youtube.com/results?search_query=typhoon+haiyan+bbc</a></li> </ul>
Autumn 2	<b>Weather Hazards &amp;</b>	<ul style="list-style-type: none"> <li>Extreme weather in the UK: patterns and recent events (e.g., Somerset floods)</li> </ul>	<p style="color: red;">Depression Anticyclone Isobar</p>	<p><b>4m:</b> State two natural causes of climate change</p>	<ol style="list-style-type: none"> <li>Met Office Climate Maps &amp; Data <a href="https://www.metoffice.gov.uk/climate/maps">https://www.metoffice.gov.uk/climate/maps</a></li> </ol>

	<p><b>Climate Change</b> Paper 1 – 3.1.1.3–4</p>	<ul style="list-style-type: none"> <li>Evidence for climate change: ice cores, retreating glaciers, rising temps</li> <li>Natural causes: volcanic activity, solar output, Milankovitch cycles</li> <li>Human causes: fossil fuel combustion, deforestation, agriculture</li> <li>Effects of climate change on people and environment</li> <li>Mitigation strategies: renewable energy, carbon capture, afforestation, international agreements</li> <li>Adaptation strategies: flood barriers, drought-resistant crops, water conservation</li> </ul>	<p>Storm hydrograph Quaternary period Eccentricity cycles Precession Greenhouse gas Carbon footprint Mitigation Adaptation Global Warming</p>	<p><b>6m:</b> Describe the evidence that climate is changing</p> <p><b>9+3m:</b> Evaluate mitigation vs adaptation in managing climate change impacts</p>	<p><a href="https://www.gov.uk/research/climate/maps-and-data">gov.uk/research/climate/maps-and-data</a></p> <ol style="list-style-type: none"> <li>NASA Climate Change Learning Hub <a href="https://climate.nasa.gov/">https://climate.nasa.gov/</a></li> <li>BBC Bitesize: Causes of Climate Change <a href="https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/z7dkhbk">https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/z7dkhbk</a></li> <li>MetLink: Milankovitch Cycles Explained <a href="https://www.metlink.org/resource/milankovitch-cycles/">https://www.metlink.org/resource/milankovitch-cycles/</a></li> <li>Carbon Brief: Climate Science Explained <a href="https://www.carbonbrief.org/">https://www.carbonbrief.org/</a></li> </ol>
Spring 1	<p><b>Urban Issues and Challenges</b></p>	<ul style="list-style-type: none"> <li>Global urbanisation trends and growth of megacities</li> <li>Push and pull factors for rural-urban migration</li> <li>Rio de Janeiro Case Study (NEE): social, economic, and environmental challenges</li> <li>Favela Bairro Project: urban planning to improve life quality</li> <li>Bristol Case Study (UK): migration, opportunities, challenges</li> <li>Urban sprawl and regeneration: Temple Quarter project</li> <li>Sustainable urban transport and living (Freiburg)</li> </ul>	<p>Urbanisation Megacity Squatter settlement Informal economy Sanitation Social inequality Urban Regeneration, Sustainability, integrated transport, urban greening</p>	<p><b>4m:</b> Explain two causes of urban growth in LICs or NEEs.</p> <p><b>6m:</b> Using an example of a city in an NEE, describe the social and economic opportunities created by urban growth.</p>	<ul style="list-style-type: none"> <li><b>BBC Bitesize – Urban Issues and Challenges (GCSE)</b> <a href="https://www.bbc.co.uk/bitesize">www.bbc.co.uk/bitesize</a> (search: <i>Urban issues and challenges</i> AQA) → Topic summaries, diagrams and exam-style questions directly matched to the AQA Paper 2 specification on urbanisation, megacities and case studies.</li> <li><b>Internet Geography – Urban Issues and Challenges</b> <a href="https://www.internetgeography.com/">www.internetgeography.com/</a></li> </ul>

				<p><b>9m:</b> Evaluate the effectiveness of strategies used to make urban living more sustainable.</p>	<p><a href="#">net</a> (search: <i>Urban issues and challenges</i> AQA)  → Detailed notes, maps and case-study material on Rio, UK cities and sustainable urban living to support extended writing and revision.</p> <ul style="list-style-type: none"> <li>• <b>Seneca Learning – AQA Urban Issues and Challenges</b>  <a href="http://www.senecalearning.com">www.senecalearning.com</a>  → Interactive quizzes and rapid-fire recall activities that help students memorise key terms, processes and case-study facts for Paper 2.</li> </ul>
Spring 2	<p><b>The Living World</b>  Paper 1 – 3.1.2</p>	<ul style="list-style-type: none"> <li>• Ecosystems are made up of biotic and abiotic components in dynamic balance.</li> <li>• Nutrient cycling: decomposition returns nutrients; affected by climate and human impact</li> <li>• Case study: <b>Epping Forest</b> – temperate deciduous woodland; interdependence between soil, trees, wildlife</li> <li>• Biomes: major global ecosystems defined by climate – rainforest, desert, tundra, savannah</li> <li>• Tropical Rainforest (Malaysia/Indonesia):</li> <li>• High biodiversity, warm/wet year-round climate</li> <li>• Adaptations: drip-tip leaves, buttress roots, nocturnal animals</li> <li>• Threats: deforestation for agriculture, mining, logging, roads</li> </ul>	<p>Ecosystem  Biome  Nutrient cycle  Interdependence  Emergent layer  Biodiversity  Subsistence farming  Deforestation  Leaching  Aridity  Overgrazing  Afforestation</p>	<p><b>6m:</b> Explain how plants adapt to tropical rainforest conditions</p> <p><b>9m:</b> Assess whether the economic benefits of deforestation outweigh the environmental costs</p> <p><b>9+3m:</b> Evaluate the success of strategies to manage deforestation sustainably</p>	

		<ul style="list-style-type: none"> <li>• Impacts: biodiversity loss, carbon emissions, soil degradation</li> <li>• Management: ecotourism, selective logging, international aid, conservation areas</li> <li>• Hot Deserts (e.g., Western Desert USA):</li> <li>• Adapted species: water storage, heat tolerance</li> <li>• Opportunities: tourism, solar power, mineral extraction</li> <li>• Risks: water scarcity, soil degradation</li> <li>• Desertification: overgrazing, deforestation, population pressure</li> <li>• Solutions: afforestation, stone lines, drought-resistant crops</li> </ul>			
Summer 1	<b>Resource Management (Water Focus)</b> Paper 2 – 3.2.3	<ul style="list-style-type: none"> <li>• Importance of water for economic and social well-being, including domestic, agricultural, and industrial uses</li> <li>• Global distribution of water: uneven availability, with water surplus and deficit regions; understanding of water stress and scarcity thresholds</li> <li>• Causes of water insecurity: physical (e.g., climate, geology) and human (e.g., pollution, over-abstraction, lack of infrastructure, poverty)</li> <li>• Impacts of water insecurity: increased risk of waterborne diseases (e.g., cholera), reduced food and industrial output, and risk of conflict over transboundary sources</li> <li>• Water supply in the UK: areas of surplus (North/West) and deficit (South/East); water transfers to manage regional differences</li> </ul>	Renewable Non-renewable Surplus Deficit Food miles Freshwater Water stress Water scarcity Water insecurity Abstraction Aquifer, Groundwater Grey water Over-abstraction, Desalination Water footprint, Infrastructure, Transboundary Water Conservation,		
Summer 2					

		<ul style="list-style-type: none"> <li>Case study: South–North Water Transfer Project (China): route and scale, key benefits (e.g., urban supply), and challenges (e.g., environmental degradation, cost, displacement)</li> <li>Sustainable water management strategies: water conservation (efficient appliances, leak repair), grey water reuse, groundwater management, appropriate technology, education</li> </ul>	Sustainability, Pollution Waterborne disease		
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## Year 11 Geography

Term	Topic(s) and links	Core Knowledge	Literacy and Numeracy	Assessment	Resources
Autumn 1	<b>UK Physical Landscapes (Rivers)</b> (Paper 1 Section 3.1.3)	<ul style="list-style-type: none"> <li>UK physical landscape includes uplands (e.g., Scottish Highlands) and lowlands (e.g., Fens)</li> <li><b>Rivers:</b></li> <li>Erosional processes: hydraulic action, abrasion, attrition, solution</li> <li>Transport: traction, saltation, suspension, solution</li> <li>Landforms: waterfalls, gorges, meanders, ox-bow lakes, floodplains, levees</li> <li>Flooding: physical (geology, rainfall) and human (urbanisation, deforestation) causes</li> <li>Management: hard engineering (dams, embankments), soft engineering (floodplain zoning, afforestation)</li> <li>Case study: <b>River Tees</b></li> </ul>	Upland Lowland Relief Geology Erosion Source V-shaped valley Interlocking spurs Waterfall Gorge Meander River cliff Slip-off slope Oxbow lake Floodplain Levee Estuary Mouth Discharge Flood hydrograph Lag time	<b>6m:</b> Explain how a waterfall and gorge are formed by river processes.	<ul style="list-style-type: none"> <li>BBC Bitesize: River Processes and Landforms  <a href="https://www.bbc.co.uk/bitesize/guides/zs2p34j/revision/1">https://www.bbc.co.uk/bitesize/guides/zs2p34j/revision/1</a></li> <li>Geography Pods: River Tees Case Study  <a href="https://www.geographypods.com/river-tees.html">https://www.geographypods.com/river-tees.html</a></li> <li>National River Flow Archive (UK hydrographs)  <a href="https://nrfa.ceh.ac.uk/">https://nrfa.ceh.ac.uk/</a></li> <li>FSC Fieldwork Resources – Rivers  <a href="https://www.field-studies-council.org/resour">https://www.field-studies-council.org/resour</a></li> </ul>
Autumn 2					

			<p>Urbanisation Impermeable surface Deforestation Embankment Floodplain Zoning Afforestation</p>		<p><a href="#">ces/? topics=rivers</a></p> <ul style="list-style-type: none"> <li>Met Office Storm Events Archive <a href="https://www.metoffice.gov.uk/weather/warnings-and-advice/uk-storm-centre">https://www.metoffice.gov.uk/weather/warnings-and-advice/uk-storm-centre</a></li> </ul>
Spring 1 Spring 2	<p><b>Changing Economic World</b> (Paper 2, Section 3.2.2)</p>	<ul style="list-style-type: none"> <li>Development levels vary across HICs, LICs, and NEEs, measured by GNI, GDP, HDI, life expectancy, literacy, and infant mortality.</li> <li>The Demographic Transition Model shows how birth and death rates change with development.</li> <li>Uneven development results from physical (climate, natural hazards), economic (debt, trade), and historical (colonialism) factors.</li> <li>Impacts include wealth and health inequality, limited education, and increased migration.</li> <li>Development strategies include aid (bilateral, multilateral), fair trade, tourism, debt relief, microfinance, and investment.</li> <li><b>Nigeria Case Study:</b> Economic growth through oil, manufacturing, and services; role of TNCs (e.g. Shell) brings jobs and infrastructure but causes pollution and profit leakage.</li> <li>UK economic change: Deindustrialisation, rise of service and quaternary sectors, infrastructure projects (HS2), and efforts to reduce the North–South divide.</li> </ul>	<p>GNI GDP HDI Demographic Transition Model Fair Trade, Microfinance Trans-National Corporation Newly Emerging Economy Deindustrialisation Post-industrial Quaternary sector Infrastructure North–South divide Trade imbalance Aid(bilateral/multilateral) Sustainable Development Regional Disparity</p>	<p><b>6m:</b> Explain how aid and Fair-trade help reduce the development gap.</p> <p><b>6m:</b> Explain two impacts of TNCs operating in Nigeria.</p> <p><b>6m:</b> Explain how and why the UK has transitioned to a post-industrial economy.</p> <p><b>9m:</b> "To what extent is tourism an effective way to reduce the development gap?" <i>Use a named example from a LIC or NEE.</i></p> <p><b>9m:</b> "Evaluate the impact of Transnational Corporations (TNCs) on the economy and</p>	<p><b>BBC Bitesize – The Changing Economic World (GCSE)</b> <a href="http://www.bbc.co.uk/bitesize">www.bbc.co.uk/bitesize</a> (search: <i>Changing economic world</i> AQA) → Clear explanations, diagrams and short tests covering development indicators, development gap strategies, NEE case studies and UK economic change.</p> <p><b>Internet Geography – The Changing Economic World</b> <a href="http://www.internetgeography.net">www.internetgeography.net</a> (search: <i>The changing economic world</i>) → In-depth content and downloadable diagrams on causes of uneven development, NEE growth and the UK's</p>

		<ul style="list-style-type: none"> <li>The UK's global role involves trade, international organisations, and cultural influence.</li> </ul>		<p>environment of a Newly Emerging Economy."  <i>Use a named country (e.g. Nigeria) in your answer.</i></p>	<p>post-industrial economy.</p> <p><b>Seneca Learning – AQA Changing Economic World</b>  <a href="http://www.senecalearning.com">www.senecalearning.com</a>  → Self-marking revision activities that reinforce key knowledge and exam skills (especially 6–9 mark questions) for this Paper 2 unit.</p>
Summer 1	<p><b>UK Physical Landscapes (Coasts)</b>  (Paper 1 Section 3.1.3)</p>	<p><b>Coasts:</b></p> <ul style="list-style-type: none"> <li>Erosion: hydraulic action, abrasion, corrosion</li> <li>Landforms: headlands/bays, wave-cut platforms, caves, arches, stacks</li> <li>Deposition: beaches, spits, bars</li> <li>Management: sea walls, groynes, managed retreat</li> <li>Case study: <b>Holderness Coast</b></li> </ul>	<p>Weathering  Mass movement  Hydraulic action  Abrasion  Attrition  Solution (corrosion)  Freeze-thaw  Rotational slip  Landslide  Transportation  Traction  Saltation  Suspension  Longshore drift  Deposition  Sediment load  Headland  Bay  Wave-cut notch  Cave, Arch, Stack, Stump  Spit  Hard engineering</p>	<p><b>4m:</b> Explain the formation of a spit.</p> <p><b>4m:</b> Describe the characteristics of a river and its valley in the upper course.</p> <p><b>6m:</b> Explain how hard engineering strategies can protect the coast from erosion.</p>	

			Sea wall Groynes Rock armour Soft engineering Beach nourishment Managed retreat		
Summer 2	<b>Exams</b>				