

	<p>Causes, impacts and responses to food insecurity across the world</p> <p>Disciplinary:</p> <p>Cause, impact and response</p> <p>Geographical skills (maps and graphs)</p>			
What pupils should already know (prior learning components)	<p>Human exploitation of resources (Y7, Y8 and Y9)</p> <p>Human causes of climate change (Y9)</p> <p>Globalisation (Y7, Y8 and Y9)</p> <p>Locational knowledge of continents, countries, oceans. (KS2 and KS3)</p> <p>Awareness of imports and exports (Y8 development, Y9 globalisation)</p> <p>Understanding of the different levels of development (Y8 Development unit)</p> <p>The interrelationship between humans and physical geography (KS2 and KS3, every unit)</p> <p>Knowledge of weather and climate (Y8 and Y9)</p>	<p>Understanding sustainability</p> <p>Understanding of the different levels of development (HIC/LIC)</p> <p>Understand the concept of migration</p> <p>Locational knowledge of UK cities, continents and oceans.</p> <p>Understanding of different geographical scales including local, national and global.</p> <p>Knowledge and awareness of push and pull factors.</p> <p>Understanding the difference between urban and rural areas.</p>	<p>Understanding of an economy</p> <p>Locational knowledge of UK cities, continents and oceans.</p> <p>Understand the concept of development and the different levels of development (LIC/NEE/HIC)</p> <p>Awareness of the term aid and how this supports a countries ability to develop.</p> <p>Understanding the difference between urban and rural areas.</p>	<p>Four and six figure grid references</p> <p>Understanding of how water flows into rivers and oceans.</p> <p>How money can influence decisions that are made and how they can impact societies.</p>
Transferrable knowledge (skills)	<p>The ability to categorise into social, economic and environmental</p> <p>The understanding of how natural resources are exploited by humans and the impact of this on the environment.</p> <p>Understanding resources of local, national and global scales.</p> <p>Use of data/evidence to develop a balanced judgment/evaluation.</p> <p>To use maps to show an awareness of distribution and anomalies.</p> <p>To consider how and why individual, local, national and global opinions may change over time and how these are formed.</p> <p>Use a range of resources to interpret and infer and apply knowledge and understanding</p>	<p>Understanding that countries have different levels of development which affects their societal structure.</p> <p>Understanding of the importance of places on a local, national and global scale.</p> <p>Migration into urban areas can be caused by physical and human geographical phenomena.</p> <p>The link between population growth and resource insecurity.</p> <p>The link between industrial and deindustrialisation and urban growth.</p> <p>Use of data/evidence to develop a balanced judgment/evaluation.</p> <p>To use maps to show an awareness of distribution and anomalies.</p> <p>Use a range of resources to interpret and infer and apply knowledge and understanding</p>	<p>Understanding of the importance of places on a local, national and global scale</p> <p>To use maps to show an awareness of economic differences</p> <p>To use data/evidence to develop a balanced judgement/evaluation</p> <p>Awareness of the different scales of development and why development happens differently.</p>	<p>Awareness of how physical processes can influence characteristics and formations of landscapes.</p> <p>Use of physical processes in the context of rivers.</p> <p>To use resources to show an awareness of distribution and anomalies.</p> <p>To demonstrate an understanding of number, area, scales and the relationship between units.</p> <p>Use a range of resources to interpret and infer and apply knowledge and understanding.</p> <p>Use of data/evidence to develop a balanced judgment/evaluation.</p>
Key vocabulary pupil will know and learn	<p>Resource, security, inequality, agribusiness, sustainable, supply, demand, undernutrition, malnutrition, irrigation</p>	<p>Urban, rural, population, natural increase, migration, megacity, opportunity, challenge, regeneration</p>	<p>Birth rate, death rate, Demographic Transition Model, development gap, globalisation, aid, industrialisation, Transnational Corporation, mortality, economy</p>	<p>Erosion, Weathering, Hard Engineering, Soft Engineering, Deposition, Transportation, Wave, Prevailing, Mass Movement</p>
Assessment activities	<ul style="list-style-type: none"> Explain the human and physical factors affecting food insecurity (6) Explain the advantages and disadvantages of organic farming (6 marks) <p>+ short response recall questions</p> <p>Summative Assessment- Section C of exam paper</p>	<ul style="list-style-type: none"> Explain the living conditions in squatter settlements in LICs/NEEs using the figure and your own knowledge (6 marks) "Urban change in a LIC/NEE creates more social opportunities than economic". To what extent do you agree? Short response practice questions such as rates or urbanisation, describe the location of megacities, push/pull factors. 	<p>Students will be assessed on a range of short and long response questions over the 3 components of the section.</p>	<p>Formative assessment</p> <ul style="list-style-type: none"> DECISION MAKING EXERCISE: The East Riding of Yorkshire County Council want to put new sea defences in place along the Holderness Coast. There is a budget of £6 million. You can decide to implement a management strategy at each area. Using figure 1, figure 2 and your own knowledge, outline which coastal management

		<ul style="list-style-type: none"> • Explain the regional and national importance of a UK city you have studied (4 marks) • “urban growth in UK cities bring only disadvantages” discuss this statement (6marks) • Evaluate the effectiveness of an urban regeneration scheme in a UK city you have studied (9 marks) 		<p>strategies you would choose. Justify your choices. [9 marks] [+3 SPaG]</p> <ul style="list-style-type: none"> • Explain the formation of a spit [4 marks] • ‘Hard engineering strategies are effective in protecting the coastline.’ Do you agree with this statement? Explain your answer. [6 marks] • Using Figure 1, explain the processes involved in the formation of the landforms shown. [6 marks] • Explain how physical and human factors may affect flood risk. Use figure 19 and your own understanding (6 marks) • Explain how meanders change over time [4 marks] <p>Summative assessment:</p> <ul style="list-style-type: none"> • Each sub unit (Rivers, coasts) has a synoptic mini assessment including recall questions and exam questions (up to 12 marks worth)
<p>Resources available</p>	<p>Lessons I:\Humanities\Geography\4. Geography Lessons\2. GCSE\2. Paper 2 Human</p> <p>GCSE Geography AQA Student Book by Simon Ross</p>	<p>GCSE Geography AQA Student Book by Simon Ross</p> <p>Lessons I:\Humanities\Geography\4. Geography Lessons\2. GCSE\2. Paper 2 Human\1. A Urban issues & challenges</p>		<p>Shared area lesson resources - S:\Humanities\Geography\1. Lessons\2. KS4\1. Y10\3. Physical Landscapes in the UK</p> <p>Homework: S:\Humanities\Geography\1. Lessons\2. KS4\0. HOMEWORK Y10 recap sheets</p> <p>GCSE Geography AQA Student Book by Simon Ross</p> <p>River Tees from source to mouth https://www.youtube.com/watch?v=SlwGwSvb6Rg</p> <p>River erosion https://timeforgeography.co.uk/videos_list/rivers/river-erosion-processes/</p> <p>River transport https://timeforgeography.co.uk/videos_list/rivers/river-transport-processes/</p> <p>Waterfall and gorge formation https://timeforgeography.co.uk/videos_list/rivers/formation-waterfall-gorge/</p> <p>Coastal erosion https://timeforgeography.co.uk/videos_list/coasts/coasts-intro/</p> <p>Types of waves https://timeforgeography.co.uk/videos_list/coasts/types-waves/</p> <p>Sea stack formation https://timeforgeography.co.uk/videos_list/coasts/formation-of-a-sea-stack/</p> <p>hard engineering at the coast https://timeforgeography.co.uk/videos_list/coasts/hard-engineering-approaches-coastal-management/</p> <p>soft engineering at the coast https://timeforgeography.co.uk/videos_list/coasts/soft-engineering-beach-management/</p>

<p>Notes</p> <p>Why this topic is important...</p>	<p>This topic is important as it allows students to further develop their understanding of the need for resources and how the exploitation of these resources can cause problems for humanity and the environment.</p> <p>This links well into the concept of stewardship and the need to protect the environment in order to protect humanity.</p> <p>Students will understand how growing populations in the UK and around the world puts increasing pressure on food, water and energy supplies. This is an ever increasing global issue and as such students will develop their decision making skills in applying knowledge of appropriate responses and actions needed in the future.</p> <p>Disciplinary Knowledge (deeper thinking)</p> <p>Links to British Value/SMSC/careers/ Cultural capital – Learning about other religions and character of a country Rule of Law – Policies in place to support the sustainable management of cities including the role of police in management of resources. Respect and Tolerance – To understand the impact of actions on the environment and tolerance of situations and traditions of other countries. Liberty – To understand the cultural mix in urban areas. Moral – To understand if it is our moral duty to ensure resource security for all.</p> <p>Energy and business links with E&M</p>	<p>Subject Knowledge This topic is important as both the global population and urban population growth begins to grow students should be aware of how urban areas are coping with this growing population.</p> <p>This topic is important because it allows students to understand U.K. cities to have a wider understanding of the area and their importance of place.</p> <p>To show the differences in how people live in different societies in areas with contrasting levels of development.</p> <p>Disciplinary Knowledge (deeper thinking)</p> <p>Links to British Value/SMSC/careers/ Cultural capital – Learning about other religions and character of a country Rule of Law – Policies in place to support the sustainable management of cities including the role of police in management of the squatter settlements. The link between changes in Government and urban change. Respect and Tolerance – To understand why people live informal settlements and foster an understanding of the circumstances that have led to this. Liberty – To understand the cultural mix in urban areas. Moral – To understand if it is our moral duty to regenerate and recognise the challenges in informal settlements.</p> <p>Life expectancy and health care links with H&SC</p>	<p>Interest rates and the financial sector with E&M</p>	<p>This topic further contextualises key concepts previously learnt (river landscapes and flooding reasons).</p> <p>The topic explains how coastal locations are impacted by different physical processes. It is important students understand these processes to be able to link them to explain how they affect the UK coastline.</p> <p>Coasts are locations that are constantly changing and help students to understand natural events, such as weather and changing sea levels.</p> <p>The topic is important to allows student to challenge their prior perceptions from a global to local perspective. This allows pupils to make links between human topics (urban change).</p> <p>The topic allows for the development of student’s place, space and scale thinking. Allowing students to link to their case study knowledge.</p> <p>The topic allows for an awareness of interconnections between the geosphere, hydrosphere and the atmosphere.</p> <p>The topic allows students to consider the ‘why’ and use this to articulate and explain reasons for the use of engineering strategies(soft/hard).</p> <p>Application of data/resources allows students to develop their opinions and create meaningful, evidence based balanced, arguments.</p> <p>Links to British Value/SMSC Democracy – Different stakeholders have different opinions. Moral – Offering views about moral issues. Decisions on which coastlines and river areas to ‘protect’ and why? Social – Understanding how communities and societies function and the impact human and physical changes can have on people. Cultural Capital – Visit to Holderness coast to compare management strategies at differing locations.</p> <p>Form time links with river flooding current affairs</p>
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