

GCSE Geography Teaching 2021-



GCSE Geography Curriculum Overview

Year 10

Coasts

Ecosystems
Rainforests

Ecosystems
Deserts

Urban issues
Rio

Urban issues
Liverpool

Human
Fieldwork
Liverpool

Rivers

Physical
Field work
Rivers

Year 11

Natural
Hazards
Tectonic

Natural
Hazards
Weather

Climate
Change

Economic
Development

Resource
Management

Resource
Management
- Food

Pre Release

Revision

Year 10 Unit 1 UK Coastal landscapes



<p>Paper 1 Living with the physical environment</p> <p>Year 10 UNIT 1</p>	<p>(Section C) Physical landscapes in the UK</p>	<p>Physical landscapes in the UK In this section, students are required to study UK physical landscapes (and two from Coastal landscapes in the UK , River landscapes in the UK and Glacial landscapes in the UK.</p>
<p>Key Idea</p>	<p>Specification content</p>	<p>Lesson Title</p>
<p>The UK has a range of diverse landscapes.</p>	<p>An overview of the location of major upland/ lowland areas and river systems.</p>	<p>What is the physical Geography of the UK?</p>
<p>The coast is shaped by a number of physical processes</p>	<p>Wave types and characteristics. Coastal processes:</p> <ul style="list-style-type: none"> • weathering processes – mechanical, chemical • mass movement – sliding, slumping and rock falls • erosion – hydraulic power, abrasion and attrition • transportation – longshore drift • deposition – why sediment is deposited in coastal areas. 	<p>What are waves and what are their characteristics? What are the processes of weathering and mass movement?</p>
<p>Distinctive coastal landforms are the result of rock type, structure and physical processes.</p>	<p>How geological structure and rock type influence coastal forms. Characteristics and formation of landforms resulting from erosion – headlands and bays, cliffs and wave cut platforms, caves, arches and stacks. Characteristics and formation of landforms resulting from deposition – beaches, sand dunes, spits and bars. A section of coastline in the UK to identify its major landforms of erosion and deposition. Case Study: Swanage</p>	<p>How does erosion affect the coastline? What landform are created by erosional processes? (1) What landforms are created by erosional processes? (2) What landforms are created by deposition processes? Coastal landforms in Swanage case study (1) Coastal landforms in Swanage case study (2)</p>
<p>Different management strategies can be used to protect coastlines from the effects of physical processes.</p>	<p>The costs and benefits of the following management strategies:</p> <ul style="list-style-type: none"> • hard engineering – sea walls, rock armour, gabions and groynes • soft engineering – beach nourishment and reprofiling, dune regeneration • managed retreat – coastal realignment. Lyme Regis coastal management scheme in the UK to show: • the reasons for management • the management strategy • the resulting effects and conflicts. Case Study: Lyme Regis 	<p>How can we protect the coastline through hard engineering? How can we protect the coastline through soft engineering? How can a managed retreat protect the coastline? Coastal management in Lyme Regis case study (1) Coastal management in Lyme Regis case study (2)</p>

Year 10 Unit 2 Ecosystems Rainforests & Deserts



Paper 1 Living with the physical environment Year 10 UNIT 2	(Section B) The Living World	In this section, students are required to study Ecosystems, Tropical rainforests and one from Hot deserts or Cold environments.
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Key Idea	Specification content	Lesson Title
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Ecosystems		
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Ecosystems exist at a range of scales and involve the interaction between biotic and abiotic components.	An example of a small scale UK ecosystem (pond) to illustrate the concept of interrelationships within a natural system, an understanding of producers, consumers, decomposers, food chain, food web and nutrient cycling. The balance between components. The impact on the ecosystem of changing one component. An overview of the distribution and characteristics of large scale natural global ecosystems.	What is an ecosystem? (case study small pond) How does change affect eco systems? How are global ecosystems distributed and what are their characteristics?
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Tropical Rainforests		
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Tropical rainforest ecosystems have a range of distinctive characteristics	The physical characteristics of a tropical rainforest. The interdependence of climate, water, soils, plants, animals and people. How plants and animals adapt to the physical conditions. Issues related to biodiversity.	What are the physical characteristics of a tropical rainforest? How in the tropical rainforest ecosystem interdependent? How do plants and animals adapt to rainforests? What are the issues relating to biodiversity
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Deforestation has economic and environmental impacts.	Changing rates of deforestation. A case study (Malaysia) of a tropical rainforest to illustrate: <ul style="list-style-type: none"> • causes of deforestation – subsistence and commercial farming, logging, road building, mineral extraction, energy development, settlement, population growth • impacts of deforestation – economic development, soil erosion, contribution to climate change. 	What are the causes of deforestation in Malaysia ? What impacts does deforestation have in Malaysia
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Tropical rainforests need to be managed to be sustainable.	Value of tropical rainforests to people and the environment. Strategies used to manage the rainforest sustainably – selective logging and replanting, conservation and education, ecotourism and international agreements about the use of tropical hardwoods, debt reduction	What are the rates of deforestation and why should tropical rainforests be protected? How can rainforests be managed sustainably?
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Paper 1 Living with the physical environment Year 10 UNIT 2	(Section B) The Living World	In this section, students are required to study Ecosystems, Tropical rainforests and one from Hot deserts or Cold environments.
Key Idea	Specification content	Lesson Title
Hot Deserts		
Hot desert ecosystems have a range of distinctive characteristics.	The physical characteristics of a hot desert. The interdependence of climate, water, soils, plants, animals and people. How plants and animals adapt to the physical conditions. Issues related to biodiversity.	What are the characteristics of a desert? How do plants and animals survive in the desert?
Development of hot desert environments creates opportunities and challenges.	A case study of a hot desert to illustrate: • development opportunities in hot desert environments: mineral extraction, energy, farming, tourism • challenges of developing hot desert environments: extreme temperatures, water supply, inaccessibility.	What are the opportunities for development in the Thar Desert ? What are the challenges for development in the Thar Desert ?
Areas on the fringe of hot deserts are at risk of desertification.	Causes of desertification – climate change, population growth, removal of fuel wood, overgrazing, over-cultivation and soil erosion. Strategies used to reduce the risk of desertification – water and soil management, tree planting and use of appropriate technology.	What are the causes of desertification in hot deserts? How do we reduce desertification in hot deserts?

Year 10 Unit 3 Urban issues and challenges: Rio and Liverpool



Paper 2 Challenges in the Human Environment Year 10 UNIT3	(Section A) Urban issues and challenges	This unit is concerned with human processes, systems and outcomes and how these change both spatially and temporally. They are studied in a variety of places and at a range of scales and must include places in various states of development, such as higher income countries (HICs), lower income countries (LICs) and newly emerging economies (NEEs). The aims of this unit are to develop an understanding of the factors that produce a diverse variety of human environments; the dynamic nature of these environments that change over time and place; the need for sustainable management; and the areas of current and future challenge and opportunity for these environments.
Key Idea	Specification content	Lesson Title
A growing percentage of the world’s population lives in urban areas.	The global pattern of urban change. Urban trends in different parts of the world including HICs and LICs. Factors affecting the rate of urbanisation – migration (push–pull theory), natural increase. The emergence of megacities.	What is urbanisation and what are the urban trends? What are the factors affecting the rate of urbanisation?
Urban growth creates opportunities and challenges for cities in LICs and NEEs.	A case study of a major city in an LIC or NEE (Rio) to illustrate: <ul style="list-style-type: none"> • the location and importance of the city, regionally, nationally and internationally • causes of growth: natural increase and migration • how urban growth has created opportunities: • social: access to services – health and education; access to resources – water supply, energy • economic: how urban industrial areas can be a stimulus for economic development • how urban growth has created challenges: • managing urban growth – slums, squatter settlements • providing clean water, sanitation systems and energy • providing access to services – health and education • reducing unemployment and crime • managing environmental issues –waste disposal, air and water pollution, traffic congestion. An example of how urban planning is improving the quality of life for the urban poor.	Where is Rio and why is it important? What are the social and economic opportunities (1 & 2) What are the social and economic challenges (1 & 2) What are the environmental challenges in Rio? How are the growth of squatter settlements managed? How are favelas being improved?

<p>Paper 2 Challenges in the Human Environment</p> <p>Year 10 UNIT3</p>	<p>(Section A) Urban issues and challenges</p>	<p>This unit is concerned with human processes, systems and outcomes and how these change both spatially and temporally. They are studied in a variety of places and at a range of scales and must include places in various states of development, such as higher income countries (HICs), lower income countries (LICs) and newly emerging economies (NEEs). The aims of this unit are to develop an understanding of the factors that produce a diverse variety of human environments; the dynamic nature of these environments that change over time and place; the need for sustainable management; and the areas of current and future challenge and opportunity for these environments.</p>
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Key Idea	Specification content	Lesson Title
<p>Urban change in cities in the UK leads to a variety of social, economic and environmental opportunities and challenges.</p>	<p>Overview of the distribution of population and the major cities in the UK.</p> <p>A case study of a major city in the UK (Liverpool) to illustrate:</p> <ul style="list-style-type: none"> • the location and importance of the city in the UK and the wider world • impacts of national and international migration on the growth and character of the city • how urban change has created opportunities: • social and economic: cultural mix, recreation and entertainment, employment, integrated transport systems • environmental: urban greening • how urban change has created challenges: • social and economic: urban deprivation, inequalities in housing, education, health and employment • environmental: dereliction, building on brownfield and greenfield sites, waste disposal • the impact of urban sprawl on the rural–urban fringe, and the growth of commuter settlements. <p>An example (Liverpool) of an urban regeneration project to show:</p> <ul style="list-style-type: none"> • reasons why the area needed regeneration • the main features of the project. 	<p>Where do people live in the UK?</p> <p>What makes Liverpool a major UK city?</p> <p>How is Liverpool changing?</p> <p>How has employment in Liverpool changed?</p> <p>What are Liverpool’s environmental challenges?</p> <p>What is Liverpool’s waste disposal?</p> <p>Is there social inequality in Liverpool?</p> <p>What is the impact of urban sprawl?</p> <p>How has Liverpool been regenerated?</p> <p>How successful has regeneration been in Liverpool?</p>
<p>Urban sustainability requires management of resources and transport.</p>	<p>Features of sustainable urban living:</p> <ul style="list-style-type: none"> • water and energy conservation • waste recycling • creating green space. <p>How urban transport strategies are used to reduce traffic congestion.</p>	<p>How are urban areas developed sustainably? (1&2) Freiberg/Mazda</p> <p>Why is there a need to reduce traffic congestion?</p>

Year 10 Unit 4 Urban Fieldwork - Liverpool



Paper 3 Geographical applications and skills Year 10 UNIT 4	Urban Field work Liverpool	
Geographical enquiry strand	Application of knowledge and understanding, and skills	Lesson Title
1. Suitable question for geographical enquiry	The factors that need to be considered when selecting suitable questions/hypotheses for geographical enquiry. The geographical theory/concept underpinning the enquiry. Appropriate sources of primary and secondary evidence, including locations for fieldwork. The potential risks of both human and physical fieldwork and how these risks might be reduced.	Investigating the positives and negatives of the regeneration of Liverpool’s CBD. Investigating the location of Liverpool and the CBD? What are potential risks of fieldwork and how these risks might be reduced?
2. Selecting, measuring and recording data appropriate to the chosen enquiry	Difference between primary and secondary data. Identification and selection of appropriate physical and human data. Measuring and recording data using different sampling methods. Description and justification of data collection methods.	Investigating the methods used to carry out investigation of Liverpool regeneration. Fieldtrip to Liverpool CBD?
3. Selecting appropriate ways of processing and presenting fieldwork data	Appreciation that a range of visual, graphical and cartographic methods is available. Selection and accurate use of appropriate presentation methods. Description, explanation and adaptation of presentation methods	What are the most suitable methods to present the data?
4. Describing, analysing and explaining fieldwork data	Description, analysis and explanation of the results of fieldwork data. Establish links between data sets. Use appropriate statistical techniques. Identification of anomalies in fieldwork data.	Interpreting and analysing the data of urban fieldwork
5. Reaching conclusions	Draw evidenced conclusions in relation to original aims of the enquiry.	Conclusions – What does the evidence prove with regards to Liverpool's CBD regeneration?
6. Evaluation of geographical enquiry	Identification of problems of data collection methods. Identification of limitations of data collected. Suggestions for other data that might be useful. Extent to which conclusions were reliable	Evaluating your enquiry. How accurate were the results and conclusions?

Year 10 Unit 5 UK River Landscapes



<p>Paper 1 Living with the physical environment</p> <p>Year 10 UNIT 5</p>	<p>(Section C) Physical landscapes in the UK</p>	<p>Physical landscapes in the UK In this section, students are required to study UK physical landscapes (and two from Coastal landscapes in the UK , River landscapes in the UK and Glacial landscapes in the UK.</p>
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Key Idea	Specification content	Lesson Title
<p>.The shape of river valleys changes as rivers flow downstream.</p>	<p>The long profile and changing cross profile of a river and its valley. Fluvial processes:</p> <ul style="list-style-type: none"> • erosion – hydraulic action, abrasion, attrition, solution, vertical and lateral erosion • transportation – traction, saltation, suspension and solution • deposition – why rivers deposit sediment. 	<p>How does a river change from source to mouth?</p> <p>What are the processes of erosion and transportation?</p>
<p>Distinctive fluvial landforms result from different physical processes.</p>	<p>Characteristics and formation of landforms resulting from erosion – interlocking spurs, waterfalls and gorges. Characteristics and formation of landforms resulting from erosion and deposition – meanders and ox-bow lakes. Characteristics and formation of landforms resulting from deposition – levées, flood plains and estuaries. An example of a river valley in the UK to identify its major landforms of erosion and deposition.</p>	<p>What are the distinctive river landforms? (1&2)</p> <p>What are the characteristics of river erosion and deposition landforms and how do they form? (1&2)</p> <p>What are the river landforms on the River Tees</p>
<p>Different management strategies can be used to protect river landscapes from the effects of flooding.</p>	<p>How physical and human factors affect the flood risk – precipitation, geology, relief and land use. The use of hydrographs to show the relationship between precipitation and discharge. The costs and benefits of the following management strategies:</p> <ul style="list-style-type: none"> • hard engineering – dams and reservoirs, straightening, embankments, flood relief channels • soft engineering – flood warnings and preparation, flood plain zoning, planting trees and river restoration. <p>An example of a flood management scheme in the UK to show:</p> <ul style="list-style-type: none"> • why the scheme was required • the management strategy • the social, economic and environmental 	<p>How do physical and human factors affect the risk of flooding?</p> <p>What is a hydrograph?</p> <p>How are floods managed? (hard engineering)</p> <p>How are floods managed? (soft engineering)</p> <p>How have the floods at Banbury been managed? (1 & 2)</p>

Year 10 Unit 6 Physical Field work - Loggerheads



Paper 3 Geographical applications and skills Year 10 UNIT 6	Physical Field work Loggerheads (Rivers)	
Geographical enquiry strand	Application of knowledge and understanding, and skills	Lesson Title
1. Suitable question for geographical enquiry	The factors that need to be considered when selecting suitable questions/hypotheses for geographical enquiry. The geographical theory/concept underpinning the enquiry. Appropriate sources of primary and secondary evidence, including locations for fieldwork. The potential risks of both human and physical fieldwork and how these risks might be reduced.	Does the river Alyn follow the Bradshaw Model? Investigating the location of the river Alyn? What are potential risks of both human and physical fieldwork and how these risks might be reduced?
2. Selecting, measuring and recording data appropriate to the chosen enquiry	Difference between primary and secondary data. Identification and selection of appropriate physical and human data. Measuring and recording data using different sampling methods. Description and justification of data collection methods.	Investigating the methods used to measure the river Alyn? Justify the choice. Fieldtrip to River Alyn (Loggerheads)?
3. Selecting appropriate ways of processing and presenting fieldwork data	Appreciation that a range of visual, graphical and cartographic methods is available. Selection and accurate use of appropriate presentation methods. Description, explanation and adaptation of presentation methods	What are the most suitable methods to present the data?
4. Describing, analysing and explaining fieldwork data	Description, analysis and explanation of the results of fieldwork data. Establish links between data sets. Use appropriate statistical techniques. Identification of anomalies in fieldwork data.	Analysis the river data linking to the Bradshaw Model – river enquiry
5. Reaching conclusions	Draw evidenced conclusions in relation to original aims of the enquiry.	Conclusions the river data linking to the Bradshaw Model– river enquiry
6. Evaluation of geographical enquiry	Identification of problems of data collection methods. Identification of limitations of data collected. Suggestions for other data that might be useful. Extent to which conclusions were reliable.	Evaluating your river enquiry. How accurate were the results and conclusions?

Year 11 Unit 1 The Challenge of Natural Hazards

Tectonic, Weather & Climate Change



Paper 1 Living with the physical environment Year 11 UNIT 1	The challenge of natural hazards	The aims of this unit are to develop an understanding of the tectonic, geomorphological, biological and meteorological processes and features in different environments, and the need for management strategies governed by sustainability and consideration of the direct and indirect effects of human interaction with the Earth and the atmosphere
Geographical enquiry strand	Application of knowledge and understanding, and skills	Lesson Title
Natural hazards pose major risks to people and property	Definition of a natural hazard. Types of natural hazard. Factors affecting hazard risk.	What are natural hazards?
Tectonic hazards		
Earthquakes and volcanic eruptions are the result of physical processes.	Plate tectonics theory. Global distribution of earthquakes and volcanic eruptions and their relationship to plate margins. Physical processes taking place at different types of plate margin (constructive, destructive and conservative) that lead to earthquakes and volcanic activity.	Where are earthquakes and volcanoes distributed? What happens at plate margins?
The effects of, and responses to, a tectonic hazard vary between areas of contrasting levels of wealth.	Primary and secondary effects of a tectonic hazard. Immediate and long-term responses to a tectonic hazard. Chile and Nepal to show how the effects and responses to a tectonic hazard vary between two areas of contrasting levels of wealth.	What are the effects of earthquakes (Chile and Nepal)? How do we respond to earthquakes (Chile and Nepal)?
Management can reduce the effects of a tectonic hazard.	Reasons why people continue to live in areas at risk from a tectonic hazard. How monitoring, prediction, protection and planning can reduce the risks from a tectonic hazard.	Why do people live in hazardous areas? How can we reduce the risks of a tectonic hazard?

Paper 1 Living with the physical environment Year 11 UNIT 1	The challenge of natural hazards	The aims of this unit are to develop an understanding of the tectonic, geomorphological, biological and meteorological processes and features in different environments, and the need for management strategies governed by sustainability and consideration of the direct and indirect effects of human interaction with the Earth and the atmosphere
Geographical enquiry strand	Application of knowledge and understanding, and skills	Lesson Title
Weather hazards		
Global atmospheric circulation helps to determine patterns of weather and climate.	General atmospheric circulation model: pressure belts and surface winds.	What is global atmospheric circulation?
Tropical storms (hurricanes, cyclones, typhoons) develop as a result of particular physical conditions.	Global distribution of tropical storms (hurricanes, cyclones, typhoons). An understanding of the relationship between tropical storms and general atmospheric circulation. Causes of tropical storms and the sequence of their formation and development. The structure and features of a tropical storm. How climate change might affect the distribution, frequency and intensity of tropical storms.	Where and how are tropical storms formed? What is the structure of a tropical storm? Will climate change affect tropical storms?
Tropical storms have significant effects on people and the environment.	Primary and secondary effects of tropical storms. Immediate and long-term responses to tropical storms. Use of a tropical storm to show its effects and responses. How monitoring, prediction, protection and planning can reduce the effects of tropical storms.	Irma – a tropical storm case study How do we reduce the effects of tropical storms?
The UK is affected by a number of weather hazards.	A of a recent extreme weather event in the UK to illustrate: <ul style="list-style-type: none"> • causes • social, economic and environmental impacts • how management strategies can reduce risk. Evidence that weather is becoming more extreme in the UK.	What are the UK weather hazards? Somerset levels Floods Case study (1&2) Is the Uks weather becoming more extreme?

Paper 1 Living with the physical environment Year 11 UNIT 1	The challenge of natural hazards	The aims of this unit are to develop an understanding of the tectonic, geomorphological, biological and meteorological processes and features in different environments, and the need for management strategies governed by sustainability and consideration of the direct and indirect effects of human interaction with the Earth and the atmosphere
Geographical enquiry strand	Application of knowledge and understanding, and skills	Lesson Title
Climate Change		
Climate change is the result of natural and human factors, and has a range of effects.	Evidence for climate change from the beginning of the Quaternary period to the present day. Possible causes of climate change: <ul style="list-style-type: none"> • natural factors – orbital changes, volcanic activity and solar output • human factors – use of fossil fuels, agriculture and deforestation. Overview of the effects of climate change on people and the environment.	What is the evidence of climate change? What are the natural causes of climate change? What are the human causes of climate change?
Managing climate change involves both mitigation (reducing causes) and adaptation (responding to change).	Managing climate change: <ul style="list-style-type: none"> • mitigation – alternative energy production, carbon capture, planting trees, international agreements • adaptation – change in agricultural systems, managing water supply, reducing risk from rising sea levels. 	How can climate change be managed? (mitigation) How can we adapt to climate change?

Year 11 Unit 2 The changing economic world



Paper 2 Challenges in the Human Environment Year 11 UNIT 2	Section B: The changing economic world	This unit is concerned with human processes, systems and outcomes and how these change both spatially and temporally. They are studied in a variety of places and at a range of scales and must include places in various states of development, such as higher income countries (HICs), lower income countries (LICs) and newly emerging economies (NEEs). The aims of this unit are to develop an understanding of the factors that produce a diverse variety of human environments; the dynamic nature of these environments that change over time and place; the need for sustainable management; and the areas of current and future challenge and opportunity for these environments.
Key Idea	Specification content	Lesson Title
There are global variations in economic development and quality of life.	Different ways of classifying parts of the world according to their level of economic development and quality of life. Different economic and social measures of development: gross national income (GNI) per head, birth and death rates, infant mortality, life expectancy, people per doctor, literacy rates, access to safe water, Human Development Index (HDI). Limitations of economic and social measures. Link between stages of the Demographic Transition Model and the level of development. Causes of uneven development: physical, economic and historical. Consequences of uneven development: disparities in wealth and health, international migration.	What is development and how do we measure it? How useful are the measurements and what are the limitations? What is the Demographic Transition Model? How and why are population structures changing? What are causes of uneven development? How does uneven development lead to disparities in wealth? What are the different types of migration?
Various strategies exist for reducing the global development gap.	An overview of the strategies used to reduce the development gap: investment, industrial development and tourism, aid, using intermediate technology, fair trade, debt relief, microfinance loans. An example of how the growth of tourism in an LIC or NEE helps to reduce the development gap.	What strategies can reduce the development gap? How can aid reduce the development gap? (1&2) How can tourism reduce the development gap?

Y11 Unit 2a Changing economic world

Nigeria Case study



Paper 2 Challenges in the Human Environment Year 10 UNIT 2a	Section B: The changing economic world	This unit is concerned with human processes, systems and outcomes and how these change both spatially and temporally. They are studied in a variety of places and at a range of scales and must include places in various states of development, such as higher income countries (HICs), lower income countries (LICs) and newly emerging economies (NEEs). The aims of this unit are to develop an understanding of the factors that produce a diverse variety of human environments; the dynamic nature of these environments that change over time and place; the need for sustainable management; and the areas of current and future challenge and opportunity for these environments.
Key Idea	Specification content	Lesson Title
Some LICs and NEEs are experiencing rapid economic development which leads to significant social, environmental and cultural change.	A case study (NIGERIA) of one LIC or NEE to illustrate: <ul style="list-style-type: none"> • the location and importance of the country, regionally and globally • the wider political, social, cultural and environmental context within which the country is placed • the changing industrial structure. The balance between different sectors of the economy. How manufacturing industry can stimulate economic development • the role of transnational corporations (TNCs) in relation to industrial development. Advantages and disadvantages of TNC(s) to the host country • the changing political and trading relationships with the wider world • international aid: types of aid, impacts of aid on the receiving country • the environmental impacts of economic development • the effects of economic development on quality of life for the population. 	Where is Nigeria and what is its global importance? What is Nigeria's place in Africa? How have Nigeria's relationships changed with the wider world? How has Nigeria's economy changed? What is the role of TNCs in Nigeria? What are the impacts of international aid? How does economic growth affect the environment? How has economic development affected the quality of life for people in Nigeria?

Y11 Unit 2b Changing economic world

Economic futures in the UK



Paper 2 Challenges in the Human Environment Year 11 UNIT 2b	Section B: The changing economic world	This unit is concerned with human processes, systems and outcomes and how these change both spatially and temporally. They are studied in a variety of places and at a range of scales and must include places in various states of development, such as higher income countries (HICs), lower income countries (LICs) and newly emerging economies (NEEs). The aims of this unit are to develop an understanding of the factors that produce a diverse variety of human environments; the dynamic nature of these environments that change over time and place; the need for sustainable management; and the areas of current and future challenge and opportunity for these environments.
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Key Idea	Specification content	Lesson Title
<p>Major changes in the economy of the UK have affected, and will continue to affect, employment patterns and regional growth.</p>	<p>Economic futures in the UK:</p> <ul style="list-style-type: none"> • causes of economic change: deindustrialisation and decline of traditional industrial base, globalisation and government policies • moving towards a post-industrial economy: development of information technology, service industries, finance, research, science and business parks • impacts of industry on the physical environment. An example of how modern industrial development can be more environmentally sustainable • social and economic changes in the rural landscape in one area of population growth and one area of population decline • improvements and new developments in road and rail infrastructure, port and airport capacity • the north–south divide. Strategies used in an attempt to resolve regional differences • the place of the UK in the wider world. Links through trade, culture, transport, and electronic communication. Economic and political links: the European Union (EU) and Commonwealth. 	<p>How and why has the economy of the UK changed? How has the UK moved towards a post-industrial economy? What are Science and Business Parks? What are the environmental impacts of industry? How is the UKs rural landscape changing? What changes and improvements have been made to the UKs transport system? (1&2) Is there a North and South divide? What are the UKs links with the wider world? What are the UKs links with the European Union?</p>

Year 11 Unit 3

The challenge of Resource Management - Food



Paper 2 Challenges in the Human Environment Year 10 UNIT 3	Section C: The challenge of resource management	This unit is concerned with human processes, systems and outcomes and how these change both spatially and temporally. They are studied in a variety of places and at a range of scales and must include places in various states of development, such as higher income countries (HICs), lower income countries (LICs) and newly emerging economies (NEEs). The aims of this unit are to develop an understanding of the factors that produce a diverse variety of human environments; the dynamic nature of these environments that change over time and place; the need for sustainable management; and the areas of current and future challenge and opportunity for these environments.
Key Idea	Specification content	Lesson Title
Food, water and energy are fundamental to human development.	The significance of food, water and energy to economic and social well-being. An overview of global inequalities in the supply and consumption of resources.	How are resources distributed globally? What are the opportunities and challenges faced by the UK for the provision of food/water/energy (1&2)
The changing demand and provision of resources in the UK create opportunities and challenges.	An overview of resources in relation to the UK. Food: <ul style="list-style-type: none"> • the growing demand for high-value food exports from low-income countries and all-year demand for seasonal food and organic produce • larger carbon footprints due to the increasing number of ‘food miles’ travelled, and moves towards local sourcing of food • the trend towards agribusiness. 	What factors affect global food supply? What are the impacts of food insecurity? How can food supply be increased? The Indus Basin Irrigation System What is sustainable food supply? (1&2)

Paper 2 Challenges in the Human Environment Year 10 UNIT 3	Section C: The challenge of resource management (Food)	This unit is concerned with human processes, systems and outcomes and how these change both spatially and temporally. They are studied in a variety of places and at a range of scales and must include places in various states of development, such as higher income countries (HICs), lower income countries (LICs) and newly emerging economies (NEEs). The aims of this unit are to develop an understanding of the factors that produce a diverse variety of human environments; the dynamic nature of these environments that change over time and place; the need for sustainable management; and the areas of current and future challenge and opportunity for these environments.
Key Idea	Specification content	Lesson Title
Demand for food resources is rising globally but supply can be insecure, which may lead to conflict.	Areas of surplus (security) and deficit (insecurity): <ul style="list-style-type: none"> • global patterns of calorie intake and food supply • reasons for increasing food consumption: economic development, rising population • factors affecting food supply: climate, technology, pests and disease, water stress, conflict, poverty. Impacts of food insecurity – famine, undernutrition,	Global food supply Impact of food security
Different strategies can be used to increase food supply.	Overview of strategies to increase food supply: <ul style="list-style-type: none"> • irrigation, aeroponics and hydroponics, the new green revolution and use of biotechnology, appropriate technology • an example of a large scale agricultural development to show how it has both advantages and disadvantages. Moving towards a sustainable resource future: <ul style="list-style-type: none"> • the potential for sustainable food supplies: organic farming, permaculture, urban farming initiatives, fish and meat from sustainable sources, seasonal food consumption, reduced waste and losses • an example of a local scheme in an LIC or NEE to increase sustainable supplies of food. 	Increasing food supply The Indus Basin Irrigation system Sustainable food production