# PAPER 1: SECTION A - Q1: The Challenge of Natural Hazards

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| **KEY IDEA: natural hazards pose major risks to people and property** | | | | | | | | | |
| Define the term natural hazard | | | | | | | | | |
| Identify the different types of natural hazards | | | | | | | | | |
| Categorise hazards into the various categories | | | | | | | | | |
| Explain the factors which influence hazard risk | | | | | | | | | |
| **KEY IDEA: earthquakes and volcanic eruptions are the result of physical processes** | | | | | | | | | |
| Describe the structure of the Earth | | | | | | | | | |
| Explain the theory of plate tectonic and the process of plates moving | | | | | | | | | |
| Describe and suggest reasons for the global distribution of earthquakes and volcanic eruptions | | | | | | | | | |
| Describe the physical processes occurring at a destructive plate margin and explain how these result in tectonic hazards | | | | | | | | | |
| Describe the physical processes occurring at a constructive plate margin and explain how these result in tectonic hazards | | | | | | | | | |
| Describe the physical processes occurring at a conservative plate margin and explain how these result in tectonic hazards | | | | | | | | | |
| **KEY IDEA: the effects of, and responses to, a tectonic hazard vary between areas of contrasting levels of wealth** | | | | | | | | | |
| Define primary and secondary effects | | | | | | | | | |

| TECTONIC HAZARDS | CONFIDENCE AFTER LESSON | | | RECALLED | | | CONFIDENCE AT END OF COURSE | | |
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| **KEY IDEA: natural hazards pose major risks to people and property** | | | | | | | | | |
| Using examples describe a range of primary and secondary effects of a tectonic hazard | | | | | | | | | |
| Define immediate and long-term responses | | | | | | | | | |
| Using examples describe a range of immediate and long-term responses of a tectonic hazard | | | | | | | | | |
| Using **named examples** explain how the effects and responses to a tectonic hazard are different between a rich country and a poor country: **Tohoku Tsunami, Japan (HIC) and Haiti Earthquake, (LIC)** | | | | | | | | | |
| **KEY IDEA: management can reduce the effects of a tectonic hazard** | | | | | | | | | |
| Explain why people chose to live in areas of tectonic activity | | | | | | | | | |
| Explain how monitoring, prediction, protection and planning can be used to reduce the risk from a tectonic hazard | | | | | | | | | |
| Evaluate how much risk from tectonic hazards can really be reduced | | | | | | | | | |
| Explain why people chose to live in areas of tectonic activity | | | | | | | | | |

| WEATHER HAZARDS | CONFIDENCE AFTER LESSON | | | RECALLED | | | CONFIDENCE AT END OF COURSE | | |
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| **KEY IDEA: global atmospheric circulation helps to determine the patterns of weather and climate** | | | | | | | | | |
| Describe and explain the general atmospheric circulation model | | | | | | | | | |
| **KEY IDEA: tropical storms develop as a result of particular physical conditions** | | | | | | | | | |
| Describe the global distribution of tropical storms (hurricanes, cyclones, typhoons) | | | | | | | | | |
| Explain the relationship between tropical storms and general atmospheric circulation | | | | | | | | | |
| Identify the key features of a tropical storms | | | | | | | | | |
| Describe the structure of a tropical storm | | | | | | | | | |
| Explain how tropical storms form and the conditions needed for their formation | | | | | | | | | |
| Suggest how climate change is going to influence the distribution, frequency and intensity of tropical storms | | | | | | | | | |
| **KEY IDEA: tropical storms have significant effects on people and the environment** | | | | | | | | | |
| Describe the primary and secondary effects of a tropical storm | | | | | | | | | |
| Describe the immediate and long-term responses to a tropical storm | | | | | | | | | |
| **Using an named example** explain the effects and responses of the tropical storm: **Typhoon Haiyan** | | | | | | | | | |
| Explain how monitoring, prediction, protection and planning can reduce the effects of tropical storms | | | | | | | | | |
| Evaluate the extent to which the risks of tropical storms can be reduced | | | | | | | | | |

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| **KEY IDEA: the UK is affects by a number of weather hazards** | | | | | | | | | |
| Describe the different types of weather hazards that are experienced by the UK | | | | | | | | | |
| **KEY IDEA: extreme weather events in the UK have impacts of human activity** | | | | | | | | | |
| **Using a named example** explain the cause of a recent extreme weather event in the UK: **Beast from the East** | | | | | | | | | |
| **Using a named example** explain the social, economic and environment effects of a recent extreme weather event in the UK: **Beast from the East** | | | | | | | | | |
| **Using a named example** explain how management strategies were used to reduce the risk of a recent extreme weather event in the UK: **Beast from the East** | | | | | | | | | |
| Use to evidence to evaluate whether UK weather is becoming more extreme | | | | | | | | | |

| CLIMATE CHANGE | CONFIDENCE AFTER LESSON | | | RECALLED | | | CONFIDENCE AT END OF COURSE | | |
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| **KEY IDEA: climate change is the result of natural and human factors, and has a range of effects** | | | | | | | | | |
| Describe how the climate has changed from the beginning of the Quaternary period to the present day | | | | | | | | | |
| Identify the evidence we have of climate change | | | | | | | | | |
| Explain the possible natural causes of climate change | | | | | | | | | |
| Explain the possible human causes of climate change | | | | | | | | | |
| Suggest some of the effects of climate change on both people and the environment | | | | | | | | | |
| **KEY IDEA: managing climate change involves both mitigation (reducing causes) and adaptation (responding to change)** | | | | | | | | | |
| Define the terms mitigation and adaptation | | | | | | | | | |
| Explain a number of mitigation strategies which can be used to manage climate change | | | | | | | | | |
| Explain a number of adaptation strategies which can be used to manage climate change | | | | | | | | | |

# PAPER 1 - SECTION B: Q2: The Living World

| ECOSYSTEMS AND TROPICAL RAINFORESTS | CONFIDENCE AFTER LESSON | | | RECALLED | | | CONFIDENCE AT END OF COURSE | | |
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| **KEY IDEA: ecosystems exist at a range of scales and involve the interaction between biotic and abiotic components** | | | | | | | | | |
| **Using an example** describe the interrelationships present within a natural ecosystem: **Epping Forest** | | | | | | | | | |
| Demonstrate an understanding of producers, consumers, decomposers, food chain, food web and nutrient cycling | | | | | | | | | |
| Understand that components within an ecosystem are balanced and explain the impact of changing one component | | | | | | | | | |
| Explain the distribution of a large scale natural global ecosystems (biomes) | | | | | | | | | |
| **KEY IDEA: tropical rainforest ecosystems have a range of distinctive characteristics** | | | | | | | | | |
| Explain the distribution of the tropical rainforest ecosystem | | | | | | | | | |
| Describe the physical characteristics of a tropical rainforest | | | | | | | | | |
| Explain the links between climate, water, soils, plants, animals and people within the tropical rainforest | | | | | | | | | |
| Identify and explain adaptations of plants and animals to the physical conditions within the tropical rainforest | | | | | | | | | |
| Explain the value of the tropical rainforests with reference to goods and services | | | | | | | | | |
| Describe and evaluate the issues related to biodiversity | | | | | | | | | |
| **KEY IDEA: deforestation has economic and environmental impacts** | | | | | | | | | |
| Describe the changing rates of deforestation | | | | | | | | | |

| ECOSYSTEMS AND TROPICAL RAINFORESTS | CONFIDENCE AFTER LESSON | | | RECALLED | | | CONFIDENCE AT END OF COURSE | | |
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| **Using a case study** explain the various causes of deforestation: **Amazon Rainforest** | | | | | | | | | |
| **Using a case study** explain the various impacts of deforestation: **Amazon Rainforest** | | | | | | | | | |
| **KEY IDEA: tropical rainforests need to be managed to be sustainable** | | | | | | | | | |
| Explain the values of the tropical rainforests to people and the environment | | | | | | | | | |
| Describe the various strategies used to manage the tropical rainforest sustainably | | | | | | | | | |
| Evaluate the various strategies used to manage the tropical rainforest sustainably | | | | | | | | | |
| **KEY IDEA: hot desert environments have a range of distinctive characteristics** | | | | | | | | | |
| Describe the physical characteristics of hot deserts | | | | | | | | | |
| Explain the links between climate, water, soils, plants, animals and people within the hot deserts | | | | | | | | | |
| Identify and explain adaptations of plants and animals to the physical conditions within hot deserts | | | | | | | | | |
| Explain the value of the tropical rainforests with reference to biodiversity | | | | | | | | | |
| Describe and evaluate the issues related to biodiversity | | | | | | | | | |
| **KEY IDEA: hot desert environments offer a range of economic opportunities** | | | | | | | | | |
| Describe the opportunities in desert environments: **Draa Valley, Morocco** | | | | | | | | | |
| Explain sustainable development in the hot desert environments: **Draa Valley, Morocco** | | | | | | | | | |
| Explain the challenges and problems posed to the people of hot desert areas using a case study: **Draa Valley, Morocco** | | | | | | | | | |
| **KEY IDEA: desertification impacts on the people of hot desert environments and needs managing** | | | | | | | | | |
| Explain the human and physical causes of desertification: **Masaai Mara, Kenya** | | | | | | | | | |
| Evaluate the solutions to desertification: **Masaai Mara, Kenya** | | | | | | | | | |

# PAPER 1: SECTION C - Q3 Physical Landscapes in the UK

| RIVER LANDSCAPES IN THE UK | CONFIDENCE AFTER LESSON | | | RECALLED | | | CONFIDENCE AT END OF COURSE | | |
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| **KEY IDEA: the shape of river valleys changes as rivers flow downstream** | | | | | | | | | |
| Describe the characteristics of a long profile and changing cross profiles of a river and its valley | | | | | | | | | |
| Explain the difference between the different erosion processes (hydraulic action, abrasion, attrition, solution) | | | | | | | | | |
| Explain the differences between the different transportation processes (traction saltation, suspension, solution) | | | | | | | | | |
| Explain why rivers deposit sediment | | | | | | | | | |
| **KEY IDEA: distinctive fluvial landforms result from different physical processes** | | | | | | | | | |
| Identify the different landforms which result from erosional processes and describe their characteristics | | | | | | | | | |
| Explain how erosion landforms are formed (interlocking spurs, waterfalls, gorges) | | | | | | | | | |
| Identify the different landforms which result from erosion and deposition processes and describe their characteristics | | | | | | | | | |
| Explain how erosion and deposition landforms are formed (meanders and ox- bow lakes) | | | | | | | | | |
| Identify the different landforms which result from depositional processes and describe their characteristics | | | | | | | | | |
| Explain how deposition landforms are formed (levees, flood plains, estuaries) | | | | | | | | | |
| **Using an example** of a river valley in the UK identify the major landforms of erosion and deposition: **River Tees** | | | | | | | | | |
| **KEY IDEA: different management strategies used to protect river landscapes from the effects of flooding** | | | | | | | | | |

| RIVER LANDSCAPES IN THE UK | CONFIDENCE AFTER LESSON | | | RECALLED | | | CONFIDENCE AT END OF COURSE | | |
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| **KEY IDEA: different management strategies used to protect river landscapes from the effects of flooding** | | | | | | | | | |
| Explain how physical and human factors affect the flood risk (precipitation, geology, relief and land use) | | | | | | | | | |
| Analyse hydrographs to explain the relationship between precipitation and discharge | | | | | | | | | |
| Identify the different flood management strategies | | | | | | | | | |
| Describe the differences between hard and soft engineering | | | | | | | | | |
| Evaluate the costs and benefits of hard engineering methods | | | | | | | | | |
| Evaluate the costs and benefits of soft engineering methods | | | | | | | | | |
| Evaluate the costs and benefits of managed retreat | | | | | | | | | |
| **Using an example** of a flood management strategy in the UK to explain why the scheme was required: **Great Ayton** | | | | | | | | | |
| **Using an example** of a flood management strategy in the UK to explain the strategy adopted: **Great Ayton** | | | | | | | | | |
| **Using an example** of a flood management strategy in the UK to evaluate the economic, social and environmental issues: **Great Ayton** | | | | | | | | | |

# PAPER 1: SECTION C – Q4: UK LANDSCAPES

| COASTAL LANDSCAPES IN THE UK | CONFIDENCE AFTER LESSON | | | RECALLED | | | CONFIDENCE AT END OF COURSE | | |
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| **KEY IDEA: the coast is shaped by a number of physical processes** | | | | | | | | | |
| Describe the different types of waves and their characteristics | | | | | | | | | |
| Explain the difference between the different weathering processes (mechanical and chemical) | | | | | | | | | |
| Explain how mass movements occur and describe the different types of mass movement (sliding, slumping, falls): **Holbeck Hall** | | | | | | | | | |
| Explain the different types of erosion (hydraulic action , abrasion, attrition) | | | | | | | | | |
| Explain how material is transported by longshore drift | | | | | | | | | |
| Explain why sediment is deposited in coastal areas | | | | | | | | | |
| **KEY IDEA: distinctive coastal landforms are the result of rock type, structure and physical processes** | | | | | | | | | |
| Explain how geological structure and rock type influence coastal forms | | | | | | | | | |
| Identify the different coastal landforms which result from erosional processes and describe their characteristics | | | | | | | | | |
| Explain how erosion landforms are formed (headlands, bays, cliffs, wave cut platforms, caves, arches, stacks) | | | | | | | | | |
| Identify the different coastal landforms which result from depositional processes and describe their characteristics | | | | | | | | | |
| Explain how deposition landforms are formed (beaches, sand dunes, spits, bars) | | | | | | | | | |
| **Using an example** of a section of coastline in the UK identify the major landforms of erosion and deposition: **Holderness Coast** | | | | | | | | | |
| **KEY IDEA: different management strategies used to protect coastlines from the effects of physical processes** | | | | | | | | | |

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| **Using an example** of a coastal management strategy in the UK to explain the reasons for management: **Holderness Coast** | | | | | | | | | |
| **Using an example** of a coastal management strategy in the UK to explain the strategy adopted **Holderness Coast** | | | | | | | | | |
| **Using an example** of a coastal management strategy in the UK to evaluate the resulting conflicts and effects: **Holderness Coast** | | | | | | | | | |
| Identify the different coastal management strategies | | | | | | | | | |
| Describe the differences between hard and soft engineering | | | | | | | | | |
| Evaluate the costs and benefits of hard engineering methods | | | | | | | | | |
| Evaluate the costs and benefits of soft engineering methods | | | | | | | | | |
| Evaluate the costs and benefits of managed retreat | | | | | | | | | |

# PAPER 2: SECTION A – Q1: Urban Issues and Challenges

| URBAN ISSUES | CONFIDENCE AFTER LESSON | | | RECALLED | | | CONFIDENCE AT END OF COURSE | | |
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| **KEY IDEA: a growing percentage of the world's population lives in urban areas** | | | | | | | | | |
| Describe the global pattern of urban change | | | | | | | | | |
| Describe urban trends in different parts of the world, such as HICs and LICS | | | | | | | | | |
| Explain the factors (migration and natural increase) which can influence the rate of urbanisation | | | | | | | | | |
| Suggest reasons for the emergence of megacities | | | | | | | | | |
| **KEY IDEA: urban growth creates opportunities and challenges for cities in LICs** | | | | | | | | | |
| Using an example describe the location and importance of a city in an **LIC: Rio de Janeiro, Brazil** | | | | | | | | | |
| Using an example explain the causes of urban growth: **Rocinha, Rio de Janeiro** | | | | | | | | | |
| Using an example describe the social and economic opportunities of urban growth: **Rocinha, Rio de Janeiro** | | | | | | | | | |
| Using an example explain the problems associated with urban growth and evaluate the solutions: **Rocinha, Rio de Janeiro** | | | | | | | | | |
| **KEY IDEA: urban change in cities in the UK leads to a variety of social, economic and environmental opportunities and challenges** | | | | | | | | | |
| Describe the distribution of population and the major cities in the UK | | | | | | | | | |
| Using an example describe the location and importance of a **UK city: Newcastle** | | | | | | | | | |
| Using an example explain the impacts of national and international migration on the growth and character of a **UK city: Newcastle** | | | | | | | | | |

| URBAN ISSUES | CONFIDENCE AFTER LESSON | | | RECALLED | | | CONFIDENCE AT END OF COURSE | | |
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| **KEY IDEA: urban growth creates opportunities and challenges for cities in LICs** | | | | | | | | | |
| Using an example describe the location and importance of a city in an **LIC: Rio de Janeiro, Brazil** | | | | | | | | | |
| Using an example explain the causes of urban growth: **Rocinha, Rio de Janeiro** | | | | | | | | | |
| Using an example describe the social and economic opportunities of urban growth: **Rocinha, Rio de Janeiro** | | | | | | | | | |
| Using an example explain the problems associated with urban growth and evaluate the solutions: **Rocinha, Rio de Janeiro** | | | | | | | | | |
| **KEY IDEA: urban change in cities in the UK leads to a variety of social, economic and environmental opportunities and challenges** | | | | | | | | | |
| Describe the distribution of population and the major cities in the UK | | | | | | | | | |
| Using an example describe the location and importance of a **UK city: Newcastle** | | | | | | | | | |
| Using an example explain the impacts of national and international migration on the growth and character of a **UK city: Newcastle** | | | | | | | | | |

# PAPER 2: SECTION B – Q2: The Changing Economic World

| CHANGING ECONOMIC WORLD | CONFIDENCE AFTER LESSON | | | RECALLED | | | CONFIDENCE AT END OF COURSE | | |
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| **KEY IDEA: there are global variations in economic development and quality of life** | | | | | | | | | |
| Describe the different ways of classifying parts of the world according to their level of economic development and quality of life | | | | | | | | | |
| Describe how economic and social measures can be used to show development | | | | | | | | | |
| Evaluate the use of economic and social measures, explaining their limitations | | | | | | | | | |
| Explain the link between the stages of the Demographic Transition Model and the levels of development | | | | | | | | | |
| Explain the causes of uneven development (physical, economic social and historical) | | | | | | | | | |
| Explain the consequences of uneven development **(forced migration in Syria and economic migration from Poland –** | | | | | | | | | |
| **KEY IDEA: various strategies exist for reducing the global development gap** | | | | | | | | | |
| Describe some of the strategies used to reduce the development gap **(Fairtrade, microloans, TNCs, trade, aid, intermediate technology, tourism)** | | | | | | | | | |
| Evaluate some of the strategies used to reduce the development gap | | | | | | | | | |
| **Using an example** explain how the growth of tourism in an LIC or NEE helps to reduce the development gap **(Kenya)** | | | | | | | | | |
| **KEY IDEA: some LICs and NEEs are experiencing rapid economic development which leads to significant social, environmental and cultural change** | | | | | | | | | |
| **Using a case study** of an LIC or NEE explain the location and importance of the country, regionally and globally **(China, NEE)** | | | | | | | | | |
| **Using a case study** of an LIC or NEE explain the wider political, social, cultural and environmental context of a country **(China, NEE)** | | | | | | | | | |

| CHANGING ECONOMIC WORLD | CONFIDENCE AFTER LESSON | | | RECALLED | | | CONFIDENCE AT END OF COURSE | | |
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| **Using a case study** of an LIC or NEE explain the changing industrial structure and the role of manufacturing **(China, NEE)** | | | | | | | | | |
| **Using a case study** of an LIC or NEE explain the role of transnational corporation in industrial development **(Apple in China** | | | | | | | | | |
| **Using a case study** of an LIC or NEE explain the changing political and trading relationships with the wider world **(China, NEE)** | | | | | | | | | |
| **Using a case study** of an LIC or NEE explain the role of international aid and impacts on the country **(Japan-China)** | | | | | | | | | |
| **Using a case study** of an LIC or NEE explain effects of economic development on the environment and quality of life **(China, NEE)** | | | | | | | | | |
| **KEY IDEA: major changes in the economy of the UK have affected, and will continue to affect, employment patterns and regional growth** | | | | | | | | | |
| Explain the causes of economic change in the UK **(mechanization and deindustrialisation)** | | | | | | | | | |
| Describe how the UK is moving towards a post-industrial economy **(tertiary and quaternary)** | | | | | | | | | |
| **Using an example** explain the impacts of industry on the environment and how it can be managed sustainably **(Teesside; Wilton and Belasis)** | | | | | | | | | |
| Explain the economic and social changes in the rural landscape in areas of population change **(Lazenby – decreasing / Stillington – growing)** | | | | | | | | | |
| Describe the improvements and developments in transport infrastructure **(UK and Teesside ports, trains, air and rail)** | | | | | | | | | |
| Describe the north-south divide and the strategies used to resolve regional differences | | | | | | | | | |
| Evaluate the place of the UK in the wider world considering both economic and political links | | | | | | | | | |

# PAPER 2: SECTION C - Q3 & 4: Resources & Food

| RESOURCES AND FOOD | CONFIDENCE AFTER LESSON | | | RECALLED | | | CONFIDENCE AT END OF COURSE | | |
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| **KEY IDEA: Food, water and energy are fundamental to human development.** | | | | | | | | | |
| Human needs, food, water, energy to economic and social well-being | | | | | | | | | |
| Global inequalities, supply, demand, consumption, resources, wealth, well-being, disease, malnutrition, Quality of life, wealth and prosperity | | | | | | | | | |
| **KEY IDEA: The changing demand of food in the UK create opportunities and challenges.** | | | | | | | | | |
| High value food exports, LICs, seasonal food, all-year round, organic produce, carbon footprints, food miles, local produce, farmers markets, agribusiness; ghost acres; distribution | | | | | | | | | |
| Supply and demand, changing demand, water quality, pollution management, areas of deficit, areas of surplus, water transfer | | | | | | | | | |
| Energy mix, fossil fuels, renewables, domestic supplies, coal, oil, gas, import, export, economic issues, environmental issues, exploitation, energy sources | | | | | | | | | |
| **KEY IDEA: Demand for food is rising globally but supply can be insecure, which may lead to conflict.** | | | | | | | | | |
| Areas or surplus, security, areas of deficit, insecurity, global patterns, supply, demand, increasing consumption, factors affecting supply disadvantages, sustainable future | | | | | | | | | |
| **KEY IDEA: Different strategies can be used to increase global food supply** | | | | | | | | | |
| Increase supply, security, reduce insecurity, advantages, disadvantages, sustainable future | | | | | | | | | |
| An example of a large scale agricultural development to show how it has both advantages and disadvantages. - **Almeria, Spain** | | | | | | | | | |
| An example of a local scheme in an LIC or NEE to increase sustainable supplies of food - **Jamalapur Rice-Fish, Bangladesh** | | | | | | | | | |